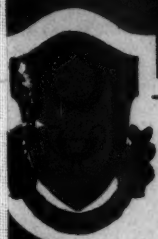


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WE WOMEN TEACHERS

TEACHING IN NEW ZEALAND

THE UNESCO PACIFIC REGIONAL CONFERENCE

NATIONAL CONFERENCE

ON THE EDUCATION OF TEACHERS

FLORIDA RECRUITS TEACHERS

THE EDUCATIONAL SYSTEM OF FRANCE

ANNUAL REPORTS, 1947-1948

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FALL 1948

The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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About Our Contributors

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Maud R. Hardman is one of our founders in the Utah state organization, and at the moment is filling the office of president of the Utah Education Association. This article on "We Women Teachers" is thoughtful, honest, and in some ways disturbing. Miss Hardman wonders whether she chose a dubious theme and is uncertain whether what she has to say should be broadcast. We have assured her that our members "can take it."

The article on "Teaching in New Zealand" is an arrangement made from a letter written by Florence J. Bedell, a member of the Gamma chapter in Boulder, Colorado. For years Miss Bedell was in the Home Economics School of the University of Colorado and retired last year. Her letter is an eloquent commentary on the fact that she is far from being on the shelf. It was so delightful and interesting that we decided, with Miss Bedell's permission, to share it with our readers.

Last spring we asked the Delta Kappa Gamma presidents in seven western states to help us in finding delegates to the UNESCO Pacific Regional Conference. Eighteen of our members were accredited delegates, and the article by Dr. Mildred Moulton Doak was the result of one delegate's observations. We had several other reports, but we chose this particular summary because it is a human document and gives such an interesting slant on the meetings that we wanted to share it with you. It is worth your reading. Dr. Doak is an honorary member of the Tau chapter in California.

La Verne Strong, Director of Elementary Education at the State Teachers College, Indiana, Pennsylvania, is responsible

(Continued on page 4)

About Our Contributors

(Continued from page 3)

for the report on the National Conference on the Education of Teachers. At the request of the Executive Secretary of the National Commission on Teacher Education and Professional Standards, we asked Dr. Strong and Mrs. Eunah Holden to be our official observers at the Bowling Green conference. Both of them were already delegates in attendance, but for the first time the Society had accredited representatives at this summer conference.

Mrs. Eunah Holden, former state president of Florida and the immediate past president of the Florida Education Association, has been acting as Consultant in Internship and Teacher Recruitment for the State Department of Education. Because of her outstanding work in this field, we asked Mrs. Holden to write the account of how one state with a much improved educational program is trying to meet the problem of teacher recruitment.

Mlle. Genevieve Faucher is the author of "The Educational System of France." The North Carolina state organization invited her to come to study at the University and is making itself responsible for her expenses. She was so outstanding in her work during the first year that she has been given a fellowship to extend for two years more so that she may complete her work for the doctor's degree. The graduate school of the University is contributing \$75 a year toward her tuition fees, but the North Carolina organization is giving her a fellowship of \$1,800 per year. She has endeared herself to the North Carolina members and has made them feel that this experiment in international good-will is more than worth the endeavors they have put forth to make it possible.

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We Women Teachers*

MAUD R. HARDMAN

IT IS ten years ago since Alpha Theta Organization of Delta Kappa Gamma was organized in Utah, ten exacting years of war, teacher shortage, of makeshift in buildings, school equipment and supplies, of overloaded classrooms, and of almost revolutionary change in curriculum. A majority of the women here today have served each as two teachers, the one carrying the responsibilities of her own assignment, the other acting as guide and adviser to her neighbor emergency-teacher struggling to serve after ten, fifteen, or twenty years of absence from the classroom. Your loyalty, your courage, your ability to meet challenge and surmount difficulties have won the respect of all who understand the problems of keeping good schools in times of stress.

* An address given before the Utah State convention in April, 1948.

But devotion to the duties of classroom instruction is no longer enough. As the curtain rises on the new decade we are aware that the scene has shifted, the lighting has changed, new characters are moving in from the wings, and the drama is a strange and challenging one.

The classroom continues to be the center of interest and importance; but beyond it the scene encompasses one of professional organization, another of community and civic activity, and in the distance an ever-enlarging one of world citizenship.

The scene is brightened by the light of more adequate salaries, growing respect for the teacher as a person, and recognition of her rights in making policies that affect her welfare and that of the boys and girls she teaches.

In our time the role of teacher

has been largely a woman's role and that of administrator a man's role. Gradually more men are entering the teaching profession. There is wide demand for men teachers in the elementary grades, and for the first time many of us are working shoulder to shoulder with men. The experience is sometimes a difficult one because of social customs deeply rooted in our culture.

ALL will agree that boys and girls need to work with both good men and good women teachers, but on the basis of equal work, equal salary, and equal opportunity for advancement. Utah for the most part lives up to a single salary schedule, but the same is not true in the advancement of teachers to better paying positions. Although 70 per cent of Utah teachers are women, in few districts can they look forward to becoming administrators. There are four reasons for this state of affairs: biological, economic, social, and certain underlying attitudes and behavior of women themselves. If women are to be well adjusted in the teaching profession, they must understand the causes of conditions that prevail and know wherein change can and should be made. It is only by looking at themselves critically that they can hope to live better and serve more fully. No problem is ever solved by dwelling on the

faults of others. When labor and industry sit down together and confess to each other their own weaknesses, when Russia and America each admits its faults to the other, when men and women together acknowledge their deficiencies, each side will begin to sympathize with the other, find excuses for it, and suggest cooperative ways of working for better things. Then there will be no more strikes, no more wars—shooting, cold, or sex.

There are three questions that women teachers must answer: first, what are their strengths; second, what is preventing women from assuming a more vital role in education; and third, how can a finer relationship between men and women teachers be built?

WHAT are the strengths of women teachers? They are kind and sympathetic, loyal to those they love, persistent in doing necessary and unpleasant things, sensitive to the importance of making the school an attractive place in which to be. They are practical and quick to apply principles and to try to make theory work. They are aware of the importance of little things and will devote themselves to tasks that receive small recognition and little fame. Amram Scheinfeldt in *Women and Men*, a book which every teacher should read, says, "If we soberly and clearly realize the highest human values

are spiritual and not material ones, that the only true standard of our progress is in the degree that we advance farthest toward human fulfillment and justice, tolerance, and happiness for all, then, indeed, women's unique opportunity for service is unlimited."¹

THIS leads to the second question: What is preventing women from assuming a more vital role of leadership in the teaching profession? Although more than half of the educational positions in our schools are filled by women, only the smallest fraction of administrative positions is available to women. In professional organizations few women hold the office of president in either local or state associations, not because of discrimination but because the pattern of culture outside of the school imposes itself upon the teacher's organization.

In universities and colleges it is seldom that women outside the field of home economics and nursing become department heads or deans. Yet women are widely recognized as authorities in education, languages, English, archaeology, biological sciences, and many branches of medical research.

We women teachers need to scrutinize ourselves to discover our

weaknesses and decide wherein we may improve the place of women in education. Too often we are disposed to blame men for what happens, whereas the fault often lies within ourselves and on the many cultural patterns which we are too lazy to alter, or which are designed on certain concessions and privileges we are reluctant or afraid to forego.

Science and mechanics may change between dawn and dusk, but to bring about psychological and social changes is a long and trying process. Men and women cling to ideals that belong to backward societies in which women are either jewels to be cherished or slaves to do the bidding of men.

A HUNDRED years ago American women were much more important than they are today. They were the bakers, cooks, weavers, costumers, truck gardeners, nurses, midwives, and often teachers in their homes. Because of the need to populate the country and the terrific toll of infant mortality, they bore large numbers of children the while they rendered all these other services. Those American women stood shoulder to shoulder with men, perhaps above them, in importance. But, with every development in science and mechanics, woman's work within the home has been taken from her and, strangely enough, most of it assumed by men,

¹Scheinfeldt, Amram: *Women and Men*, p. 401. Harcourt, Brace and Company, 1943, 1944.

particularly in the area of planning and management. Developments in sanitation, nutrition, and medicine have cut the rate of infant mortality so that large families are no longer necessary. Too many women find themselves choosing between a life of shopping, beauty parlors, and entertainment and one of free service to civic and charitable organizations.

BUT in times of crises, such as those of war and inflation, there has been need of women's services, first to fill the vacancies left by men and second to augment the income of men. And when a woman finds herself being paid less, deprived of opportunity for advancement, and regarded as a commodity to be replaced at every opportunity by someone on the basis of sex, she is frustrated and uncertain, and the service she renders is diminished. Nor is such practice wholesome for men. Lincoln said, "As I would not be a *slave*, so I would not be a *master*. This expresses my idea of democracy—whatever differs from this to the extent of the difference is no democracy."

Economic factors have had major influence upon salaries of men and women teachers. Many women work to supplement a man's income or to prepare for marriage, while men have families to support. It is only when the career

woman comes into the picture that conditions change.

LET us look at her. She is as well prepared as the man, puts in as much time, carries the same responsibilities, and does as good a job. If she is single, she is in all likelihood caring for one or both parents and assisting in the education of brothers and sisters. She is faced with aged companionship that is often tragic in its ending, and an old age for herself in which she will be entirely dependent on her own resources. It is difficult for her to have a normal social life because most recreation is planned around the married couple.

War and the ever-widening disparity in life-span of men and women have reversed the proportion of men to women which swung from an excess of males of 1,125,000 in 1930 to an excess of females of 331,000 in 1944.²

The single woman is and is likely to be a part of the cultural pattern of our society. She has potentialities for service and a spiritual need to do work that is dignified by salary, as do many married women whose children are in school and old enough to share some of the responsibilities of the home. Otherwise extravagance, neurosis, and immorality will in-

²Scheinfeldt, Amram: *Women and Men*, p. 193. Harcourt, Brace and Company, 1943, 1944.

crease. There are many professions to which women are peculiarly adapted: nursing, medicine, science, personnel management, business, social work, and education in all its aspects.

But women who work as equals with men must reckon with two facts: first, that they are participants in a necessary but radical social change which violates mores built up throughout the history of mankind, which transgresses many religious beliefs and which, in the case of the married woman, disturbs old routines of family life; and second, that they must overcome many so-called feminine habits and be willing to forego certain special privileges long ascribed to their sex. The one requires understanding, sympathy, and patience; the other, sacrifice and perseverance.

LET us now look at ourselves as women teachers asking to have equal professional opportunity with men. Where do we fail? Wherein do we support ancient traditions of relationships between men and women?

I give you 11 common behaviors which weaken women as a group in the teaching profession:

1. *Many women teachers refuse to exert themselves to work as equals with men.* They fall back on the alibis of modesty, being "a womanly woman," and other

clichés. We ourselves put men rather than women in positions of distinction. Men are the presidents, women the secretaries. Men make the reports. The lone man on the faculty is building representative. In mixed groups women fail even to second motions, let alone make them. Their voices are so seldom heard that they are unpleasant to the ear.

2. *Some women say that they do not want to compete, that they are satisfied with what they have.* But are we satisfied? If the schools of Utah were to set up a salary schedule in which women would be paid from \$2,000 to \$4,000 and men from \$3,000 to \$5,000, how many of us would accept it graciously and willingly? How many of us would not feel indignant and discriminated against? Some of us want our bread without working for it.

3. *We are afraid to be found making a mistake.* We think the heavens will fall if we do—I am sure Chicken Little was a pullet. We strive too hard for perfection and often appear ill-at-ease and affected. And then we give up instead of keeping at it until we are mistress of ourselves.

4. *We are not keeping up with men professionally.* In spite of the fact that they support families, the percentage of master's degrees among men teachers is much great-

er than among women, and the woman Ph.D. is indeed a rarity. So far the investment has not been worth much to women, but if we hope for recognition we must look to our degrees. When opportunities for advancement come, we must be prepared.

5. *We women teachers are politically inept.* This is true of most American women who have failed to take advantage of their majority voting power to bring about any great reform. In the teaching profession this inability of women to work with politics and in legislation is a most serious handicap. It is said that every teacher has a potential of 90 votes if she would learn what legislation is essential and go out and sell education to her friends and to the parents of the children she teaches. How few of us do this! What a loss when we remember that 70 per cent of Utah's teachers are women!

6. *The indifference of many women teachers to their local associations is a disturbing one.* Teachers who refuse to participate in professional activities are millstones around the necks of those who are struggling for the improvement of salaries, for better teaching conditions, for improved relations between teacher and administrator, for better support of schools, and for the advancement of teaching.

Participation in association work

is a proving ground for participation in local and state government. It is a beginning place for democratic action. Some of the best techniques for group thinking are being developed by the National Education Association and channeled out to state and local associations through the work of the Commission on Teacher Education and Professional Standards. When you are asked to take part in these new small discussion groups as leaders or participants, welcome the opportunity. You may not have the courage to talk before 50 people, but it is easy to discuss a problem with 12 or 15 challenging when you know that the thinking of the group will be converted into action.

Women who take part and hold office in their associations have no reason to fear men if they will be sincere, unaffected, and not try to do work for which they are unprepared or carry responsibilities in situations where men have, at the present time, greater prestige.

7. *When women become administrators there are frequent complaints of them.* Is it because both women and men are unaccustomed to working with women in leadership positions, or are we as executives so anxious to prove ourselves as capable as men that we become concerned with trifles? Do we nag,

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treat teachers, clerks, and custodians like children? Are we afraid to trust our fellow-workers and deal with them as adults? Recently some young men teachers in a meeting released their feelings about being the only man teacher in the building and under a woman principal. They said that all the discipline problems were assigned to them as were playground duties, ticket collecting, managing visual aid and other mechanical equipment, carrying heavy things, and mending gadgets, until they became the roustabouts and handymen of the school. They complained of being treated like little boys by principal and fellow-teachers.

8. *Women executives often meet their greatest opposition among those of their own sex.* Men principals boast that women teachers do not like to work with women principals. Do we get behind women teachers who are in line for advancement and support them in every way—or are we jealous of them? Do we uphold our women principals? During this period of social change it may be necessary for us to act with unusual forbearance toward those women who are given recognition. Let us be as kind to each other as we are to children and to those we love. If women are to be respected, they must be loyal to each other.

9. *We women teachers often fail to adjust to the demands of our profession.* Many of us try to do too much. We expect to do a full-time job of teaching and carry an entire responsibility for home-making. We should secure for ourselves many of the services the man-teacher receives from his wife. That is why we need the same salaries as men. In England the single-man teacher is given an allowance for a housekeeper. So far the single woman is not. Undoubtedly some home duties are wholesome for the woman teacher. They provide good exercise and make her feel like other women, but not when they are carried to the point of fatigue and feelings of pressure.

THERE is definitely a place for the married woman who is interested in teaching as a career. But she must be prepared to render as complete a service as the man or the single woman. She must obtain necessary care for her children and enough help in her home to be free for her professional duties. Modern mechanics is able to reduce most of her work to a minimum, but too often she fails to use the devices and services that are available. Women teachers need to study the art of living in this modern world. Moreover, they will have to see that the attitudes of their families adjust to this newer kind of living which can be as rich

and as satisfactory as that in which the unemployed wife spends many hours of idleness in shopping, bridge, and moving pictures.

10. *The chattel concept of women's place enslaves many of us.* We must be in style, chic, glamorous. We are judged by our clothes. Industry and business, abetted by the movie and the radio, drive us to spend too much money for what we wear and too many hours in beauty parlors. I quote our own Dorothy Canfield Fisher: "No social force today is more potent in causing women to think differently from men, to behave differently, and to prevent them from keeping step with men, than is the load of fine feathers on their backs."

"We must never appear tired." But why should teachers be ashamed of being tired? No decent job was ever done, no great deed ever accomplished without fatigue. Are we so much sold to the ideal that glamour is the highest goal of womanhood that spirituality and honest worth go unrecognized?

Have you ever stopped to analyze the teaching act and compare it with other types of work? Study the teacher at work with 30, 40, or 50 boys and girls. She remembers all she has heard about individual differences. She is plagued by the fact that there are three in her class who have IQ's above 140 and must be helped to live up to

their capacities. For five and one-half hours she pours out herself, now lifting the group to heights of interest, enthusiasm, initiative, now pulling them along to diligence and perseverance, appealing to the slow learner and to the swift, the willing and the reluctant. Many days hers is as exhaustive and creative a role as that of a Marion Anderson singing to 5,000 people or a Judith Anderson carrying audiences night after night through the agonies of the Medea. She is Eve Curie in search of radium, Bette Davis at the end of a day before the camera, Edna St. Vincent Millay writing "Finis" to the "Stag in the Snow." She is the surgeon at the end of an operation, the judge who has decided on the custody of children in a divorce case.

Creativity leaves one, whatever her art, be it music, drama, or teaching, with a fatigue that is good. Stop your friends when they begin to commiserate with you and say, "Of course I'm tired. I've had a wonderful day." And then tell them all you have accomplished with your pupils.

11. *On the other hand, too many of us have small interest and little activity outside of the classroom.* We go home alone and wind ourselves up like cocoons in a tangle of weariness and worry. Too few of us know how to have fun. We all need to learn to tell some good

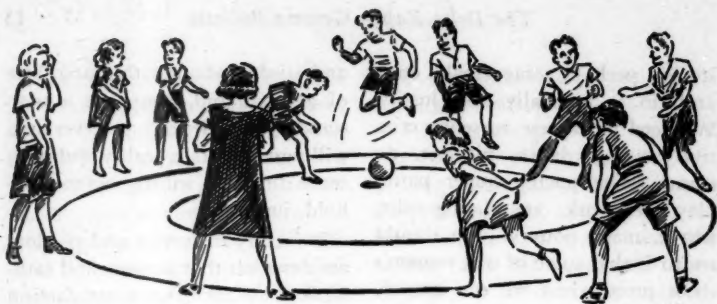
stories, perhaps some ribald ones, and do it naturally and lustily. We need to express ourselves creatively: sing, dance, play-act, do stunts, write poetry, finger paint, play or work at photography, weave, make pottery. We should see to it that some of our women's clubs meet when we can attend. We should serve on community committees and commissions. We should welcome every opportunity to participate in activities with out-of-school persons. In that way they will learn what great people teachers are, and we will learn the meaning of life in the community in which we teach.

These weaknesses which I have enumerated are not peculiar to women alone; but they are the chinks in our armor, and it is our concern to become strong in this profession to which women have so much to bring. Education is man's only hope for lasting peace and security, but it will demand great and brave teachers to educate for the things which will bring that peace and security: knowledge

and wisdom; honest thinking, love of all mankind, sympathy, understanding, patience, perseverance, willingness to face reality and overcome difficulty, willingness to withhold judgment.

It is only in service and passionate devotion that women find satisfaction. What greater satisfaction than to prepare boys and girls to make a new world for tomorrow!

There is need for both men and women in education. We must learn to work together in such a way that everyone has equal opportunity for recognition and reward for worth. Men and women individually and as sexes must find the contributions each can make and then cooperate to give the best education they can to the boys and girls they teach. Social customs that are outmoded in a democracy must be quickly abandoned and new folkways developed. And we women teachers must remember that no one will do these things for us. The task is ours. Let's up and at it!



Teaching in New Zealand

FLORENCE J. BEDELL

FIRST of all, it was little short of a miracle that I got this position in the only university in Australia and New Zealand offering Home Economics, at the time I wanted it. The head of Clothing and Textiles is leaving for England, France, Sweden, and the U. S. the middle of June, and I will take her place as head the beginning of the winter term, June 1.

I sailed from San Francisco, December 12, 1947, after three delightful days there, on the *SS Marine Phoenix*. Thirty-two steamer letters, several Christmas packages, and a corsage of orchids were awaiting me at the boat. This seemed almost too much after the entertaining and presents I received in Boulder.

The *Marine Phoenix* was any-

thing but a luxury liner. It is a troop boat leased from the U. S. Government by the Matson Line. The beds were double deck but good, and the food excellent. I was very fortunate in being assigned to a cabin of only 12 passengers. Some women were in cabins of 38, and men in cabins of 50 or 60. The three little girls in our cabin were very nice and the nine-months-old baby never cried a single night. The other seven women were very agreeable except one blasé self-styled authoress whom we ignored.

Carrying no cargo, the boat rolled constantly but, thanks to my remedy, I had my sea legs by the end of the second day and was never really sick.

The 125 children on board, to-

gether with their parents, ate at the first sitting, and I guess it was little short of Bedlam. The temperature in the dining room was over 100° when we were near the equator. There was no air-conditioning on board, merely a ventilating system which brought in the outside air, and there were no port holes in our cabins. There was always a scramble for deck chairs, which were usually taken by those of the first sitting, so we old maids, bachelors and childless couples were often out of luck. There was very little to do on board except to play the slot machines, bingo and horse races and go to the movies. These were rotate^d every third night. I came out \$13 ahead with my mild gambling, having won \$27 one night with bingo.

FOR eleven days we saw nothing—no land, no ships, not even a stick of wood—until we docked at Pago Pago, Samoa. I was very disappointed that we did not stop at Honolulu. Pago Pago is merely a naval air base with a group of officers' cottages, barracks, a hospital, a row of stores with American products and native village groups. The interior of the island is very hilly. I had often heard of the greenness of the ocean islands, but I did not know anything could be so green.

The native Samoans have brown

skin, wavy black hair, and very pleasant expressions. As our boat pulled up, a native band was playing and a group of children were singing under the direction of a missionary. They were all dressed up in clean white sarongs and dark blue blouses, with flowers in their hair and around their necks and shoulders. The men wore red bands around their heads and a blue anchor embroidered on the lower corner of their sarongs. I guess that was Uncle Sam's compromise between a navy uniform and a native costume. The native women wore cotton print sarongs under a short smock or dress—quite a "new" look. They reminded me of the negro girls working in the fields of Florida with long jeans under short dresses.

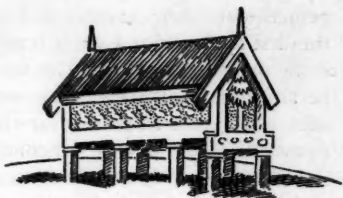
Just before the boat left, Santa Claus came dashing up to the gang plank in a government jeep and went on board to greet the children and take off the presents which the Matson Line was leaving for the Navy children. The next morning he gave out presents to the children on board, beautiful ones costing about \$3. Each woman was given a package of dried fruits by the dining room steward. This was really December 24th, but we were calling it the 25th because the next day would be dropped on the international date line. The boat was all decorated with wreaths and garlands and a Christmas tree

in each of the two lounges. But it did not seem much like Christmas with the temperature above 100, not even when we were singing Christmas carols up on the top deck under the stars, with the perspiration trickling down our spines.

IT WAS just thirty-six hours from Samoa to Suva, Fiji. This was "Boxing Day," so everything was closed. Boxing Day, by the way, does not mean a pugilistic contest but the British day for opening packages on December 26. Suva is a rather nondescript place of all nationalities, but the most interesting people are the Fijian policemen with their white sarongs, blue wool tight tunics and their fuzzing hair combed out into a ball. This is the land of the "fuzzy-wuzzies," different from the Samoans. Recently a Fijian cricket team came to Dunedin dressed in conventional clothes but with the fuzzy balls of hair.

The customs did not even look at the outside of my luggage. Think of the nylons I could have brought to my friends. They are now selling here for \$4 or \$5 a pair.

The residential district of Auckland reminds me of San Francisco, with its cream houses with red roofs on a number of hills. The business district is very dingy and Victorian in appearance. This is true of all New Zealand cities. Many of the old brick buildings



are now having their faces lifted with a coat of stucco, but I think the one thing which makes them look shabby is the prevalence of verandas (awnings or porticos to us), at all heights and with grill work and numerous signs hanging down from the ceilings. But all the residential districts are beautiful with wonderful flowers such as grow in our southern states. Fuchsias are large shrubs or hedges and geraniums grow six feet tall, and there are solid, well-trimmed hedges of holly. When they trim them and throw away truckloads of twigs I think of what they would bring on the American markets at Christmas time. Right now, in May, which is their late fall, the holly trees are covered with berries. When I landed, the last of December, the pahutakawa trees were in full bloom on North Island. They are the Christmas trees of North Island covered with blossoms of fuzzy red balls.

Other native trees are the cabbage trees, similar to our yucca or Spanish dagger but with flexible leaves; the huge kauri trees which

are now very scarce but once furnished all the hard wood as well as kauri resin gum for varnish; the tree ferns which are very tropical looking; several kinds of beech in dense forests and many kinds I do not know. Forests and woods are called "bush" here.

I WAS entertained in nine different homes during the ten days I was in Auckland. The alumni of this School of Home Science took charge of me and showed me everything in Auckland at least three times. This was January and the middle of their summer and very hot, so they thought. I thought it nice and wore a coat or suit most of the time. All the little sea resorts are lovely, but the beaches were all deserted because of the polio epidemic. The schools of Auckland opened two months late, and here in Dunedin one month late, although we have had no cases down here. Auckland is still having new cases and an occasional death.

I was fortunate in having the opportunity of coming down most of the length of New Zealand in a private car. Miss McGibbon, head of Foods and Nutrition, asked me to join her with her brother. We went from Auckland to Rotorna through country which might have been any of our middle west states with farms and small towns similar to the U. S. I stayed in Rotorna

while they went elsewhere; then I took a bus to Napier and Wellington, where they met me and took me on to Christchurch for three days, then on down here.

Rotorna is in one of the thermal areas of New Zealand. All around this part, in the mountains and hills, the steam and hot water spout forth any place. It is quite weird to hear a sizzling sound and see some steam rising at your feet. There are huge bubbling mud pools and steaming pools of different minerals right beside cold ones. The native Maori people settled here because of the hot water. They cooked their food, bathed and washed as they now do, in these hot streams and pools.

FROM Rotorna south to Napier we climbed up a winding highway which, when we were at the top, the driver very proudly announced was 2,500 feet high. Of course I just turned up my nose at that until I realized that they start from sea level so were climbing much as we do between Boulder and Estes Park from 5,500 to 9,000 feet.

Napier on Hawks Bay, on the southeast corner of North Island, is quite like the U. S., new and clean. The whole town was destroyed by an earthquake in 1937 and has been almost completely rebuilt. For the first time I stayed in a nice, new, little hotel.

From Napier to Wellington we went through some barren land like western Texas, then through a deep canyon like Colorado to get through the mountains to the west coast, then south to Wellington, the capital of New Zealand, which is even more hilly than Auckland. The business district is on the level around the bay and the residences on the steep bluffs which encircle the harbor. The streets are very interesting as they wind up the steep slopes through the trees and with the houses on lovely little dead-end streets and on all levels. I stayed here three days and was taken in charge by Miss McKenzie, dietitian for the Government Health Department.

GETTING one's luggage transported is one big headache. I spent about an hour talking to a carrying company about the best way to get my trunk and three boxes from Wellington to Dunedin. Nearly everyone in the office went into several conferences and huddles, and in the end I paid extra to send the luggage ahead rather than check it across the ferry, since I would be crossing on a week end. Nobody works on Saturday and Sunday in New Zealand. They have this terrible system of accomplishing their 40-hour week. There is just one place here in Dunedin where you can get a meal on Saturday or Sunday except at the

hotels, which will seldom take a casual. Well, my baggage got here just three weeks after I arrived, even though I was six days enroute.

The transportation system, as well as all other public works, is in the hands of the government, so there is no competition, hence poor service. The bus service is rather good with nice new American cars, but the railroads are terrible, narrow gauge, and about like the little branch lines in the U. S. when I was a child.

THE trip down the east coast of South Island was a beautiful one with the ocean on the east and the snow-capped Southern Alps to the west. It was very hot, the hottest summer in years.

Christchurch is the third largest city in New Zealand and the only level one. For that reason the town is full of bicycles. At noon and 5:00 p.m. they literally swarm out on to the streets, so the cars just don't have a chance. Christchurch reminds me of San Antonio because the Avon River winds and winds through the city with beautifully landscaped parks all along its banks.

I arrived in Dunedin the evening of January 21st, just two years after I wrote my first letter to inquire about vacancies. I could hardly believe I was really here, on the other side of the world and in a country so much like my own.

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A. S. C., TEMPE, ARIZ

The Delta Kappa Gamma Bulletin

19

Dunedin is built much like Wellington, on the inside of a half bowl with the business district and the older part of the city on the level. When the clearing was made and the town laid out by the pioneers 100 years ago, a wide band of "native bush" around the town was to be forever preserved as a city natural park, halfway up the slope. This is called the City Belt. The pioneers never dreamed the city would expand to the extent that it would jump over the Belt, so that now it cuts through the middle of the residential part, threaded through by nice winding roads. The people of Dunedin are very proud of the Belt. Houses are built on all levels and overhanging slopes, beautifully landscaped. The yards (gardens here) are enclosed by high, well-trimmed hedges, so I have to find a peek-hole to see inside. The newer districts have nice new houses of brick or stucco, but the older parts are Victorian with peaked roofs and iron grilling or are long rows of duplex flats like the old parts of St. Louis and our eastern cities. But the room arrangement of both old and new houses is awful. In the first place all the rooms open onto a hall, not even the kitchen and dining room are connected by a door; and in the second place, the dining room may be in the front of the house and the kitchen down a long

(and cold) hall at the back of the house. You always enter a cheerless, dark, long hall which is always cold because of lack of central heat. Many of the newer houses have electric cooking stoves or good gas stoves, but of course this makes for colder kitchens. The coal ranges are set in recessed nooks which are dark. Only a few have electric refrigerators or washing machines, but many have electric hot water tanks. They can't understand why we do not all have colds all the time by going out of a hot house into a cold outdoors. I tell them we do not keep our houses *hot* (they would probably think so) and we do not wear as many clothes as they do in the house but put on heavier coats when we go out. Furthermore, I say we have an even heat all over the house instead of baking in front of a fireplace with pads along the hall door, then having to go into cold halls and other rooms, especially a cold bathroom. These cold bathrooms get me down with the clouds of steam and dripping walls when you draw a hot bath—terribly hard on a hair-do. The temperature last week was 45° and felt as cold as zero in Colorado.

I have also been fortunate in being here during the Centennial Celebration of the first permanent white settlements in the District of Otago. New Zealand had its cen-

ennial celebration in 1940. So this is a young country as well as a small one. It is about 100 by 1,000 miles with a million and a half population in all New Zealand.

THERE have been all types of celebrations, concerts, meetings and receptions during February and March. I should like to tell you about some of these, but this letter is getting beyond bounds. I have met and visited with Lord and Lady Freyberg, the Governor General, Lord and Lady Beveridge, Sir and Lady David Smith and several other "sub nobility." I'll miss the visit next year of the King and Queen.

So many things here are reversed. The sun moves across the north, seasons are opposite, they turn to the left (I am always getting over on the American side and bumping into someone). They keep their fork in the left hand all the time and use a knife to push the food onto the fork or a fork to push the food onto a spoon which we would think ill-mannered, but they would think us so for taking more than one kind of food at a time at a tea. A hostess here will never pass a second kind of refreshment until you have eaten the last bit. They never serve a cold salad with a hot meal nor bread with dinner. They drink "white coffee" which is half hot milk.

Their tea drinking nearly ruined my health when I first got here, so I had to cut down on it. They have early morning tea in bed if there is anyone willing to make it, then they have tea for breakfast, in mid morning, for dinner, in mid afternoon, for tea (supper to us), and either tea or coffee for supper at 9:00 p.m. They eat seven times a day and their food preparation lacks even the least bit of imagination. And the handling of food is quite unsanitary. Meat is displayed in open shop windows, milk poured into small buckets on the door steps, and bread is not wrapped and often handed unwrapped to customers, who may carry it under their arms or in dirty gloves. They excuse this because of paper shortage, but the women could at least take their own paper or bags.

BUTTER, eggs and meat cost about half American prices, but everything else is about the same or higher. I can get a passable lunch for 35 cents and buy a steak for 10 cents. Board and room at a hotel is about \$3.00 but with no heat or bath.

This is an agricultural country producing mainly sheep and dairy products but also fruits, vegetables, etc. More powdered milk is produced here than in any other country, but butter is rationed because so much is being sent "home"

(England). Practically all New Zealand foreign trade is with England or British Colonies. U. S. dollars are as scarce here as hens' teeth and very much in demand. There is very little except rabbit skins, leather and wool, which we can buy from New Zealand. Rabbits here are quite an industry as well as a pest. Every owner of a big sheep station employs a full-time rabbitier to keep the rabbits from eating all the food and making the land full of holes. Nearly all the fur coats here are rabbit in some disguise.

It made me feel very much at home to see so many American brand names, such as Colgate, Palmolive, Lux, Hoover, Singer, Wrigley's, Electrolux, Frigidaire, and American music, movies, and cars. Mr. Woolworth is in every place. The people drive mostly very small cars of English make because of lack of "petrol." New Zealand's great needs are oil, iron, hard wood and salt. Practically all of these products with American names are manufactured in branch factories in Australia, England, or here, so they can be bought without dollars.

The government is socialistic with a Prime Minister at the head and a Governor General as a figure-head representing the king. All private industry is hedged in by restrictions. You have to get a permit to do anything, and since the public utilities and works are owned by the government there is very poor service because of lack of competition and initiative.

The University of Otago is the oldest in this dominion, and has the only medical and dentistry schools in New Zealand. It granted the first degree to a woman in the British Empire and is the largest of the four universities in New Zealand with an enrollment of 2,500. It has the only School of Home Science in any college or university in New Zealand and Australia.

I have probably seen more of New Zealand already than most natives. I have seen most of North Island, have been to the lake region of the central part of South Island, went down to Stewart Island, and am leaving next Monday for 10 days of our winter vacation on the west coast in the glacier area.



The UNESCO Pacific Regional Conference

San Francisco, May 13, 14 and 15, 1948

MILDRED MOULTON DOAK

IT IS important to remember that this was a conference made up of ordinary people like me—teachers, clubwomen, luncheon club members, artists, scientists—who were delegates from various organizations. It was not made up of diplomats, and it was not international except in outlook. We came from the seven western States, Alaska, and Hawaii—the Pacific Region of the United States. We were trying to help ourselves understand the world we live in, and thus be able to interpret it to other people. The leadership was furnished by the State Department and the National Commission, of course, but the convening committee and the local planning committee did superb jobs in getting speakers and section leaders.

Most of us Delta Kappa Gamma members (being Americans—and what is more—citizens of the World) have probably thought often during the three years since

the San Francisco Conference at which the United Nations was born of Proverbs XIII:12, "Hope deferred maketh the heart sick." Certainly I was heart-sick while I contemplated the full significance of Jan Masaryk's death this spring. It was from the depth of that despair that I answered Erma Reese, when as president of the California organization she asked me if I should like to go to the UNESCO Conference in San Francisco: "Up to a few months ago there is nothing I should rather have done—and I think I'd still like to go." Evidently, this conference was called partly because a great many people were feeling the way I did. . . .

At the opening luncheon at the Garden Court of the Palace Hotel, for instance, Lynn White, president of Mills College, said he thought we should treat this conference as a "Retreat"—in the full religious sense of that word—while

we contemplated the problems of peace. Then he added: "Understanding is not enough—there must be action." And he told us: "Today we have no immunities, no insulation . . . except what is popularly ascribed to the ostrich."

THE other speaker at the Palace luncheon was Louise Wright, director, Chicago Council on Foreign Relations. She said that UNESCO was a rather late social invention. Discussing the same point as Mr. White's idea that today we have no insulation, Mrs. Wright said: "Inventions in communications make our private prejudices *not* luxuries in which we can indulge—but important to the rest of the world." And then she said that there was always a cultural lag and gave, as an example of that, the flier who had the foresight and courage to fly the Atlantic in 1927 but remained a convinced isolationist for fifteen years. Mrs. Wright also elaborated on the point that statesmen who have to make agreements are products of educational systems. Then she said that individuals want to know something they can do, and cited a recent Gallup poll:

- 70% think there will be a war in 25 years
- 64% don't know anything they can do about it
- 1% said through UNESCO they might be able to do something about it.

Apropos of this, she said UNESCO could provide people with knowledge and ideas, and help stretch the mind to World Citizenship.

There were busses to take the delegates after lunch from the Palace to the Opera House for the first Plenary Session. This was reminiscent of 1945 and the U. N. Conference when busses took delegates from all the principal hotels to the Opera House day after day for nearly two months. The one time that I got in on a Delegate's Badge—and so could ride on a bus—I went from the Palace, so this brought back very keenly the sense of high hope we had then as contrasted with the sense of frustration we had now.

My mother, Edith Dow Moulton (who is also a Delta Kappa Gamma, but was a delegate for another organization), and I sat in the third row of the Opera House and looked at the beautiful rhododendrons massed on the stage and thought about the last time we had sat in the Orchestra at a Plenary Session of the U. N. Conference in 1945, when Mr. Stettinius was presiding and broke into his introductions of the Heads of Delegations for their formal speeches which were running Iran, Iraq, Lebanon, Liberia . . . to say: "We have a group of men here this afternoon whom I want to introduce. If it were not for them we could

not be here . . . they come from a nearby hospital. Stand up, boys." A group of wounded convalescent American veterans stood in their maroon pajamas and robes. We hoped that at this conference we could be convinced *that* had not been in vain.

AND then Mrs. Pearl Wana-maker, State Superintendent of Public Instruction in Washington, introduced Mr. George V. Allen, Assistant Secretary of State for Public Affairs. He reminded us that the purpose of UNESCO as stated in Article I, Section I, of the Constitution is:

"The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion by the Charter of the United Nations."

(This quotation from the Constitution of UNESCO stating its purpose—and setting the whole tone for this Conference and expressing its spirit—made me think ruefully of the woman I sat beside on the bus from the Palace to the Opera House who kept telling me she was "British-born." She and her husband had lived in Chicago for many years and now were living in Berkeley. She said they were staying at a small hotel and the

students of the University of California who sat at her table were Jews and wouldn't speak to her because she was "British-born" and the Palestine situation was critical. This was the day before the State of Israel was recognized by the United States. I asked her why she didn't stop talking about being "British-born" and she said that they all knew it. I said that I was an American, but I thought my government had recently done worse than the British about the Jews in Palestine, and I asked her if she could not admit that the British government had practiced "divide and rule" and she said: "Oh, no. People do not understand us." And then we were at the Opera House and I lost her.)

Then Mr. Allen said that Peace of a Kind could have been achieved after the last war quite easily—but at San Francisco in 1945 we did not propose to have an arid peace, but to have one with Justice and Freedom as stated in the Constitution of UNESCO and the Charter of the United Nations made at San Francisco.

He then quoted the beginning of the Preamble of the UNESCO Constitution:

" . . . Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;"

and said that it is UNESCO's *unique* function to mobilize forces of Education, Science and Culture

for ultimate World Peace.

The other speaker at the First Plenary Session was William Carr, Executive Secretary of the Educational Policies Commission of the N. E. A. He started his address by saying that the purpose of UNESCO is Peace and Security—as stated in Article I, Section I, of the Constitution (quoted above by Mr. Allen). Then Mr. Carr said he was at the London Drafting Conference, and that the language is deliberate and binding. He said: "To state it another way—if there is another war UNESCO has failed." But he emphasized that UNESCO believes in Peace with Freedom—and in the dignity and worth of the individual.

Mr. Carr was also at the San Francisco Conference which created the United Nations and he remembered the veterans, as I did, who observed the proceedings of that conference in 1945 in their hospital maroon pajamas. Then he said:

"And now three years later, here we are again in San Francisco and we fear the Peace is slipping from us. In 1945 we thought we had just two jobs: To win the War and to make the Peace, but the price of Peace, like that of Liberty, is eternal vigilance—and understanding."

Three sessions of the Conference (Thursday evening, Friday morning and afternoon) were devoted to section meetings. Each individual chose one of the following section subjects: Education, Com-

munication, Human and Social Relations, Cultural Interchange, Natural Science. I chose Human and Social Relations. The chairman of our group was Peter Adegard, President of Reed College. The leaders of the sections had evidently been trained—or, perhaps, agreed by discussion—not to try to guide the discussion, and to let people express themselves. This was an interesting experiment to watch. Many people expressed many tensions, and that was the purpose of this kind of meeting. I do not agree with the delegate from the Psychiatric Association who said: "We are not helping tensions by airing them here." I think the psychiatrist, Dr. Plant of Newark, N. J., was right when he told a group of us in a training class for leaders of discussion groups at the New Jersey Conference of Social Work in 1937: "At the first session don't try to form any conclusion but let people talk. People with tensions can't listen until they blow off steam."

The theme for the group meetings on Human and Social Relations was: "How can we achieve better human and social relations among ourselves, and between us and other peoples, by reducing tensions?"

The tensions discussed by the group grew out of: Racial Antagonism, Religious Prejudice, Economic Situations, State Pride (notably Californian).

After agreeing on what the tensions grew out of, "we" discussed ways in which we could understand "other people" in our communities, and ways in which we could help "them" understand "us." There were various suggestions, such as: Eliminating quotas in higher educational institutions; Following the Supreme Court Ruling against Restrictive Covenants; Having inter-cultural entertainments—such as folk-dancing.

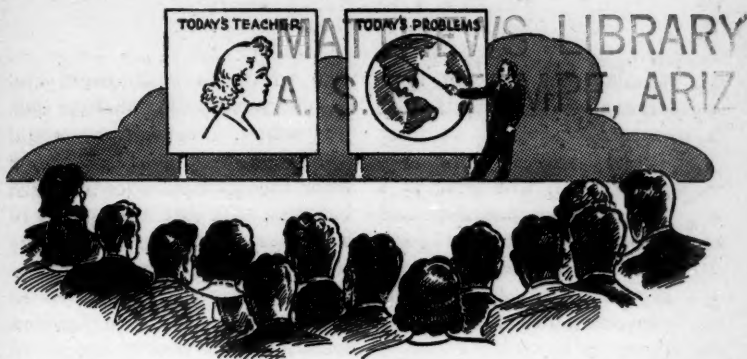
Our high school girl from Anaheim, California, said that she came from Pennsylvania and there everyone was friendly but that California was cold—"The Natives think they own the state," and that she did not like. I am a second-generation native daughter of California and I think I could make a significant analysis of that kind of tension because it is not tragic in the sense that the Negro, the Jewish or the Catholic tensions often are, but at that point I felt there was not time to do it in the group.

Dr. Peter Odegard made two contributions to the discussion himself—both notable, I think. One was that we used the term "minorities" much too loosely. He said that we all belong to minority groups—this is a country of minorities. He said: "We Swedes and Norwegians are a minority, I am sorry to say, and so are the English and the Germans. So take that tone of tolerance and condescen-

sion out of your voice when you are talking about Negroes" (and there were several Negroes present). Apropos of this, at the last Plenary Session, Margaret Mead said: "Make your standard that you never mention any group in terms you could not use if they were in the room—and that includes that condescending tone of tolerance used for minority groups when they are out of the room."

Peter Odegard's other contribution to the discussion as chairman was that we did not follow through discussion of problems enough. He used as an illustration the fact that many people in the group had made the point that children were not prejudiced, but got prejudices from their parents—but then no one had suggested what to do about it. At this point I gave the suggestion which had been made at the Elementary, Secondary and Adult Education luncheon Friday noon by Dr. Buehler of Vienna. Dr. Buehler, as a psychologist, suggested that in Nursery Schools experiments in regard to children's prejudices could be made and then demonstrations given to parents.

Vera Dean, Research Director of the Foreign Policy Association, spoke at the Friday night Plenary Session and concluded in her usual eloquent fashion: "We should be proud to implement (by UNESCO) what we have called the American Dream, but is really an international achievement."



National Conference on The Education of Teachers

LA VERNE STRONG

FOUR hundred educational leaders gathered at Bowling Green State University, Bowling Green, Ohio from June 30 through July 3, 1948. An invitation had been extended to all NEA organizations to send representatives to participate in a workshop to study improvement of teacher education under the sponsorship of the NEA National Commission on Teacher Education and Professional Standards. The objectives indicate the five crucial problems which were basic to the entire study:

1. To establish effective working relationships between the leaders of the organized profession and those engaged in teacher education.
2. To alert the teaching profession to the basic importance of teacher education and certification standards in relation to such matters as salaries, tenure, working conditions, and other vital aspects of teacher welfare.
3. To crystallize the point of view and the thinking of the profession itself in regard to the content and character of teacher education.
4. To strengthen and further the friendly, cooperative, open-minded approach of all branches of the profession to their common problems through the process of thinking and working together

around the table on those problems, with lay leaders participating.

5. To formulate an action program which will serve as a blue print for immediate and long range action at every level and on the part of all groups interested in the improvement of teacher education.

"**B**UILDING a Still Better Teaching Profession" was the keynote established by Dean W. E. Peik, College of Education, University of Minnesota, in his opening address. He charged the members of the workshop with the responsibility of preparing a professional manual on teacher preparation and which would evaluate and promote teachers' education and training for their duties as teachers. Basic to such consideration was evaluation of teacher preparation now in use, institutional accreditation, and certification standards. Related problems requiring careful study were the selection of prospective teachers, limitation of supply to demand, the planning of further conferences and publicity for action, and the planning to complete a well-supported national, state, and local organization as basic to the program of action to improve teacher education. Attention was directed to the need for a broad, functional general educa-

tion which, in itself, could also include some professionalized subject matter. This content would be regarded as cultural background from the standpoint of required inclusion with special emphasis of treatment for teachers. A more comprehensive professional education extending over a longer period of pre-professional preparation should promote breadth and scholarship in teaching fields. An earnest plea was made for united and concerted action in the matter of improvement of professional preparation by all the kinds and types of institutions now engaged in teacher training. Jointly, they need to consider their institutional responsibilities and together build the high standards and requirements which will result in a stronger profession for our times.

"Redirection of Teacher Education" was the challenge of Dr. Finis E. Engleman, Commissioner of Education of Connecticut. A broad and scientific preparation can only be accomplished through the elimination of the obsolete compartmentalized type of program and the substitution for it of a functional, integrated program. The criteria underlying such selection must be the total task of the teacher, the understandings, the appreciations, and the competencies needed in providing modern education for our youth. The curricu-

lum must be broadened so that it concerns itself with desirable changes in the behavior patterns of prospective teachers and the development of pride in being a member of our profession in all prospective and in-service teachers. Such goals can only be attained through democratic, cooperative study and action of all interested groups, including the administrative and teaching staffs of all institutions which provide teacher education.

ATENTION was focused upon "General Education and the Education of Teachers" by Dr. W. T. Edwards, Professor of Education, Florida State University. Early professional education emphasized method, techniques, and processes. Early academic education emphasized factual information, scholarship, and minutiae of learning. Since neither in itself or a combination of these will satisfy the demands of teaching in a modern democratic society, our problem becomes how to make the general education of the teacher valuable in the development of an alert, informed democratic citizen and whose method and insight will be founded firmly in the basic biological, psychological and sociological aspects of our modern living. All areas in the field of general education need to be carefully analyzed and retention determined

upon the basis of the contribution made to the total development of the individual.

"Personnel Services and Teacher Education" highlighted the personnel services of all institutions to their students as viewed by Dr. Lonzo Jones, Coordinator of Student Personnel Services, Indiana State Teachers College, Terre Haute, Indiana. Personnel services were listed under two major headings—those which promote the student's educational progress and those which minister to his personal and social well being. In the first area, recruitment, admissions, orientation, continuous guidance, and evaluation are of utmost importance. In the second area, student housing, student health, student financial assistance or needs are problems which inevitably affect the learning and the total growth of the student. Warning against either paternalism or regimentation, Dr. Jones asked that careful study and recommendations be made.

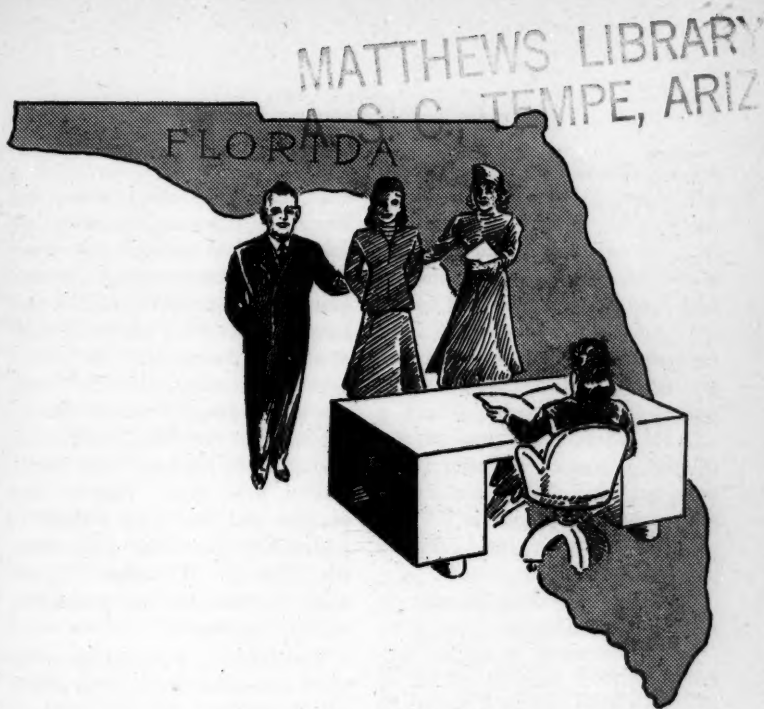
A GLANCE through the responsibilities assigned to the various study groups indicates the careful organization and the breadth and scope of the problem studied. Twenty-eight groups undertook study of Organization and Administration of the Teacher Education Institution, Financing Teacher Education, The Teacher Edu-

cation Faculty, Teacher Education Curriculum Development, Improvement of Instruction in Colleges Preparing Teachers, Teacher Supply and Demand, Emergency Programs for Meeting the Elementary Teacher Shortage, Selection of Students for Teacher Preparation, Personnel Programs and Services in Teacher Education, Health Programs and Services in Teacher Education, Faculty-Student Relations in Teacher Education, The Social Sciences in the General Education of Teachers, Science and Mathematics in the General Education in the Education of Teachers, Communication and the Humanities in the General Education of Teachers, Fine and Practical Arts in the General Education of Teachers, Organization of the General Education Curriculum for Teachers, Subject Specialization for High School Teachers, Professional Preparation for Kindergarten and Primary Teachers, Professional Preparation for Upper Elementary Teachers, Professional Preparation for Junior High School Teachers, Professional Preparation for Senior High School Teachers, Professional Preparation for College Teachers, Pre-Service Professional Preparation for School Administrators and Supervisors, Pre-Service Preparation for Professional Participation, Laboratory Experience and Student Teaching, Elementary School

Laboratory Experiences and Student Teaching, and Laboratory Experiences and Student Teaching for Junior and Senior High School Teaching.

The study groups attempted to determine the competencies needed by all teachers and administrators of all levels and areas. In the light of these needs, each group then made specific recommendations for the improvement of the curriculum for teacher education. These reports will be available October, 1948, and it is urged that they be given serious consideration by all who are interested in building a profession of educated, trained, and skilled teachers.

Of the 400 educational leaders who attended the workshop conference, 84 or 21 per cent were Delta Kappa Gamma members who came from 73 different chapters in 36 states and Washington, D. C. Arizona led with 7; Texas, 6; Indiana, 5; Ohio and Pennsylvania, 4 each; Colorado, Connecticut, Georgia, West Virginia, and Washington, D. C., 3 each; Alabama, Arkansas, Idaho, Iowa, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New York, Oregon, South Carolina, Utah, Virginia, Washington, 2 each; California, Florida, Illinois, Kansas, Kentucky, Louisiana, Massachusetts, New Hampshire, North Dakota, Tennessee, Wisconsin, 1 each.



FLORIDA RECRUITS TEACHERS

EUNAH HOLDEN

FOR years Florida has welcomed tourists to share its glorious sunshine, fruits, and flowers; but only recently has it realized that about 60 per cent of its new teachers come from outside its borders. Then the question arose: How can we interest more Florida boys and girls in teaching? How can we focus attention of the state upon selective recruitment? Whose problem is this, anyway?

Aside from the conscientious ef-

forts of the Delta Kappa Gamma Society, there had been no organized effort to find replacements for the profession. For fifteen years members of the Society had sought out prospective teachers, encouraged them to compete for the state teaching scholarships, and later counselled with the education students in universities. Many teachers, however, remained indifferent to the problem.

And there were reasons for their

apathy. First, the continuous supply of well-trained out-of-state applicants for positions did not reflect the national shortage suffered elsewhere. Second, the profession had been stabilized in 1947 by:

1. A definite relation being fixed between the amount of state aid given counties for salaries and the qualifications of teachers.

2. A marked increase in the number of trained teachers. It has been estimated that 78 per cent of all teachers employed in Florida will have at least four-year degrees by January 1, 1949.

3. A corresponding decrease in emergency certificates.

4. Improvements in teacher welfare: (a) Four plans of teacher retirement; minimum of \$75 after 30 years of service; (b) Sick leave cumulative to 72 days; (c) Continuing contracts; (d) Professional leave liberalized.

5. The number of state scholarships increased to 1,032; half yielding \$400 per year; the others, \$200 yearly to prospective teachers.

SATISFACTION in these accomplishments partially clouded the incontrovertible fact that Florida does not produce enough young teachers in the combined teacher educating institutions to meet the normal replacement quota from year to year. Could the colleges interest more students? Certainly recruitment was a professional

problem.

In the 1946 school survey the Florida Citizens Committee on Education had directed a questionnaire to parents, asking: "Would you be willing for your child to become a teacher?" Two out of three parents had replied, "No." The reasons for their objections centered largely on "Teachers' salaries are too low" and "Too much is expected of the teacher." The implications were clear. Parental opposition and conditions within the community were also influencing the shortage. Therefore recruitment was the parents' problem—society's problem.

Returns from a similar questionnaire circulated among high school seniors disclosed that only 1 person in 40 was considering teaching, and that only 1 in 12 of the prospective teachers planned to enter the elementary field. Why had so many pupils missed the idea that teaching is creative, socially important, and a satisfying way in which to serve humanity and to earn one's living? Did they feel no urge, no obligation to perpetuate good schools as the only sound guarantee of the preservation of our democracy? Recruitment was, indeed, youth's problem, too.

Evidently there were many aspects to recruitment in Florida. The solution lay not in the fanfare of a brilliant campaign but in

a sustained program of guidance and information permeating the profession, the public, and the vast group of capable students from the elementary grades to the college seniors. The problem should be approached from the state and county angles. Accordingly, both phases were organized and integrated by the Consultant in Internship and Teacher Recruitment of the State Department of Education.

On the state level the recruitment program was designed: (1) To build up an appreciation of the profession among children, citizens, even teachers themselves; (2) to give information concerning a study of supply and demand made by the Research Division of the University of Florida and the State Department of Education; (3) to show the relationship of salaries and teacher welfare to recruitment; (4) to enlist the sympathetic interest of lay and professional groups in selective recruitment.

SOME of the research findings presented to the press, to civic organizations, and conferences of educators startled even the most apathetic persons. For example, statistics showed ten times as many students being educated to teach high school English, social studies, and physical education (for boys) as to teach in the field of industrial arts. Although guidance counsel-

ors and art instructors have been greatly in demand, less than six of each were to be certificated in June, 1948.

Two unfavorable trends were cited: (1) An increase in the number of high school teachers applying for emergency certificates to teach in the elementary grades; (2) a growing competition for high school positions because of the disproportionately large number of high school teachers over elementary. The ultimate result of the latter situation will be lower salaries for everyone unless the supply of available elementary teachers is quickly augmented.

ON THE county level emphasis was laid upon helping school personnel to:

1. Discover and encourage the pupil who has potential ability to become a teacher.
2. Help him to have continuing experiences with children while he is in public school and college.
3. Inform him early about the educational requisites and personality traits contributory to success in the profession.
4. Stimulate him to compete for a state teaching scholarship if he needs financial assistance.
5. Keep him informed on trends in supply and demand.

The Consultant in Recruitment worked with pupils, faculties, county teachers associations, civic lunch-

eon clubs, PTA groups, colleges of education. The County Supervisor of Instruction arranged the schedule to include meetings in all accredited junior and senior high schools. (It was sometimes necessary for the Consultant to remain in a county a week.) Teaching as a career was discussed only with pupils in the upper third of grades 7 through 12. There was no set speech used; the presentation was kept lively and informal. Pupils contributed qualities they liked best in teachers and participated freely in questions and answers. The treatment of the subject, of necessity, varied with the age group. Junior high children always met separately from senior high. Following the general discussion conferences were held with individual pupils.

NO attempt was made to "sell" teaching indiscriminately or to enlist "intellectual baby sitters." Pupils were told of: the personal stimulation and satisfaction that comes from working with minds and personalities; the opportunity for creative and personal growth; the value of teaching to democratic society; the endless variety as opposed to deadening monotony in some lines of work; the state and local scholarships available; the advantages of the profession-retirement system, sick and professional leave, long vacations, freedom in

moving from one location or state to another; the 125 different kinds of educational work done in Florida.

The Consultant sought to implement the school guidance program by supplying: (1) a bibliography of books and pamphlets on the teaching profession, (2) a list of suggestions to principals and teachers on how to stimulate recruitment; (3) a folder for pupils—"Is Teaching in Your Future?"

One reason that many college students do not consider teaching is that they have lost touch with the child and the child's world. In order to prevent this loss of interest school principals were asked to permit the outstanding high school pupil to assist the elementary teacher a period or more a week, to help on the playground, to substitute when a teacher is absent. Future Teacher Clubs were urged to have activity programs and to be alive to needs in the community for camp counsellors, Sunday School teachers, and youth leaders.

There can be no accurate measurement of the results of either the comprehensive part of the recruitment program or of the intensive phase carried on in approximately half of the counties during 1947-1948. Possibly the results are reflected in the number of high school seniors competing for the state teaching scholarships.

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The Delta Kappa Gamma Bulletin

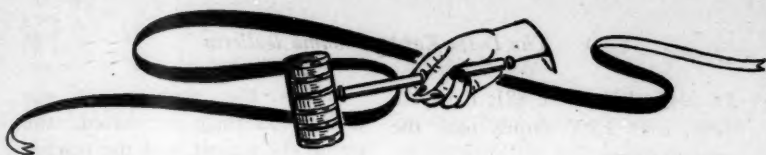
A. S. C., TEMPE, ARIZ 45

In 1947, there were 821; in April, 1948, over 1,200 pupils took the examinations.

During 1948-1949 the same general plan will be followed. College chapters of Future Teachers will again assist by presenting recruitment programs in public schools and by featuring Future Teacher Day on the campus. The P-TA plans to devote one session at the state convention to the problem. The Federated Woman's Clubs and other lay organizations have included it in their programs.

Unless the problem of the teacher shortage is solved, the pupil, the parent, and the teacher will suffer. Whoever discourages the capable youth of today from following his desire to teach undermines the profession of tomorrow. Each teacher should recognize his ethical obligation to encourage able and sincere individuals to make teaching their life work. For recruitment cannot be done solely by the guidance counselor, the principal, the taxpayer, or the parent across the street. In Florida, recruitment is everybody's problem.

The President's Page



IT IS a happy privilege to be able to express for the National Organization the appreciation we owe to the retiring president, Dr. Catherine Nutterville. That I have been in a unique position to observe the work of the president has been a piece of rare good fortune. Dr. Nutterville's earnest endeavor to be democratic, her understanding of the problems of the Society, her confidence in the fact that those whom she appointed to important positions would do their best in their own way freely and with imagination have all helped to carry forward the work begun by those who preceded her. A great deal of lasting good will come as the result of this administration pioneering as it has with the Constitution of 1946 as its guide.

With the deepest humility I take up the gavel as your president. It would be inordinate presumption to think I could serve adequately the individual needs of our more than 34,000 members, but I shall do my best; it would be consummate stupidity to fail to recognize that serious problems await our wise and dispassionate consideration, but we may still search hopefully for the solutions.

Only two things can I conceivably bring to this great office: an unlimited determination to work tirelessly so that our Society may prosper, and eight years of very close association with the planning groups that have worked out the details for accomplishing those things we believed to be worthwhile.

A committee has been appointed to search out ways of improving teacher welfare and morale beginning with the year 1948-1949. The high purposes of our Society demand that we give more than lip-service to our ideals. What groups could be better suited than our Delta Kappa Gamma chapters to express in truly humanitarian action our intention to improve the welfare of teachers? No organization is in a better position than ours to launch such a plan of work. If we succeed in improving the lot of some of our colleagues, we shall have the most gratifying experience a human being can have—that of forgetting ourselves in the fuller experience of serving our fellow men. May God prosper our intentions and speed us on our way!

BIRDELLA M. ROSS,
National President.

The Educational System of France

GENEVIEVE JEANNETTE FAUCHER

BEFORE our great Revolution the Catholic Church was at the head of education. But Napoleon decided to oppose to this clerical instruction a system of public education. In 1806 he created the University of France, an immense body made of all sorts of teachers, appointed by the government. He was a soldier, and so this University was strongly centralized and dominated by officials, and it is so still, in spite of several reforms. Since Napoleon did not believe in equality he established three cycles of distinct studies, which, broadly speaking, are the actual bases of our education. They are as follows:

1. The primary school, for the education of the mass of the nation.

2. The secondary school for the middle class, and intended to train the staff, to shape the framework, if I may say so, of the nation.

3. Higher education, that is to say the universities, giving to the elite, trained in secondary schools, the opportunity of going on and specializing in a major field.

Recent reforms, social and pedagogical, have improved this way of studying:

1. The attendance to the primary school is free and compulsory.



2. Girls and boys are in separate schools. They meet only in infant schools and twelve years later—in universities.

3. The admission of a pupil to a secondary school depends upon the merits of the child and not upon the resources of the parents.

A selective examination determines the ones who are allowed to enter secondary schools to go on studying. The ones who fail are guided toward other schools, generally technical schools: dressmakers schools, housekeeping schools, etc.

Let us now take a child and follow him through all the schools he is supposed to attend to be edu-

cated. From three to six, if his parents do not want to keep him at home, he goes to an infants' school, a kindergarten, where he plays, but learns too, how to see the difference between shapes, colors, letters and syllables, how to count a few numbers, how to read simple words, how to ask questions and to answer them correctly.

AT SIX, he enters the primary school, where the attendance is compulsory from six to fourteen. I mean by that, if a child does not intend at the age of eleven or twelve to enter a secondary school, he is not allowed to go to work. He is bound to study till fourteen. Senior courses are provided for such pupils in the primary schools. In 1947 the minister of education decided to change the rule of compulsory attendance till fourteen to compulsory attendance till eighteen. This has been put into law, but delayed in application, France not having enough money. This will be done in better times, that is to say, when my country will have recovered. From six to twelve or fourteen the child learns reading, writing, arithmetic, history, geography, sciences, moral and civic instructions, music, gymnastics, and drawing. At twelve he passes—or not—his first exam, the certificate of primary studies. At the same age, he passes, if he wishes to, the selective examination for entering

a secondary school.

Such schools are called lycees in big towns and provided for by the state. They are called colleges in little towns and are provided by the town council. In a college you may have only your M.A. to teach; but in a lycee you must have the equivalent of a Ph.D. From twelve to eighteen or nineteen the child attends one of these schools. At the end of the sixth year of studies, he has to take the first part of his baccalaureate, and if he passes he enters the philosophy or the mathematics class, and at the end of this seventh year of secondary school he passes the second part of the B.A. or B.S.

For seven years he has been taught every subject. He is bound, for seven years, to study geometry and algebra, history and geography, physics and chemistry, French, classical and foreign languages, and minor subjects such as arts, music, gymnastics, sewing or technical work. As you see, he cannot specialize early, as they do over here. However, there is a tiny freedom to allow the child to direct his studies toward the profession he wishes to enter later. There is the pure classical teaching, where you may have more hours in Letters—languages and literatures, without, however, suppressing sciences; and the so-called modern teaching where you may have more hours

in sciences. But you may specialize only when you enter a university for your master's degree.

THE baccalaureate examination is a hard one. There are written papers and oral examinations. If you pass your written examinations you are allowed to take the oral ones, where half of the candidates fail. For instance, the first part of the B.A. (the written examination) is composed of: a French essay, a mathematics and physics paper, a translation from Latin into French, and a translation from Greek or from two foreign languages into French or the reverse. For the oral examination: explanations about a literary French text, translations from Greek, Latin, and foreign languages into French, history, geography, mathematics and science examinations, a drawing from life or a decoration, a singing examination, and a gymnastics examination.

The written papers are always corrected by teachers from different and distant towns. The oral examinations are also with unknown examiners. When you think of the difficulty of the examinations for the young folks of seventeen to nineteen, and the fact that the examiners are always unknown and fierce looking, you can understand why only a third of the candidates pass. There are two sessions of examinations each year—one in June,

the other one in October for the students who failed in June. If they fail still, they must study again.

The graduate study is given in the seventeen universities scattered in France and North Africa (Algiers is the only French university overseas). A French university usually has five faculties: Letters (Arts), Sciences, Law, Medicine, Pharmacy, plus a number of other related departments. To enter a university one must have a B.S. or a B.A. degree. There are three advanced degrees that may be taken through the university: the Master's, called Licence (needs three or four years of study for a Master of Arts), the Diploma of Superior Studies, the equivalent of the American Ph.D., followed by the Agregation for those who wish to enter the Higher Public Services. The Doctorate, the highest university degree, is entirely different from the American Ph.D. and is much more difficult to attain. There are not too many difficulties in becoming a law or medicine doctor. For this one has to write a thesis and discuss it before a jury. But to become a doctor in Arts or Sciences takes sometimes ten years of hard work and study. The jury argues for hours and hours about tiny details and never stops the criticism.

These are the main lines of the

French system of education. To these public schools are added several technical, military, and naval schools, and private and parochial schools.

But no matter how the systems of education are different, all teachers are citizens of the world and must strive to foster international good-will. They must try to be acquainted with other countries, and to understand their problems, to travel and to know each other's people. Then you may have done

more than any kind of treaties or alliances can do.

All the teachers in the world have to join hands and to help each other, and I think we can find no better illustration of putting this ideal into fact than I am. I am here, in America, because you had this wonderful idea of helping a teacher of another country. For that opportunity you gave me, and for all the other nice things you do for me, I say to you a very grateful "thank you."

Across The Editor's Desk



THIS page will be devoted exclusively to comments on the meeting of the World Organization of the Teaching Profession. Space forbids our giving to the meeting as much attention as we should like, but in a few capsuled paragraphs we shall try to acquaint you with the purposes and the accomplishments of the conference.

The meeting was held at Hamilton House, Mabledon Place, London, from July 22 to 29 inclusive. It was attended by delegates of seventeen nations, together with observers from the United Nations, from UNESCO, from the American Military Government in Germany, and from countries which had not yet made their decision to join the Organization.

Dr. Vera Butler, Regional Director for the Northeast, and the Executive Secretary were your representatives at the conference. They found it an exhilarating experience. Because they were also accredited NEA delegates, they had a vote. It is hoped that the organization will find it possible to continue our representation at the conference, which will probably convene next year either in Luxembourg or Switzerland.

Dean William Russell of Teachers College was the presiding officer and easily the outstanding figure at the conference. His cosmopolitanism, his linguistic ability, and his tact all contributed to a miracle of presiding. Unusually sensitive to the tenuous, but nonetheless important, differences in points of view—any one of which might have resulted in serious tension—he averted the possibility of irritation and trouble time after time and with unfailing good humor and informality. His presidential address was provocative, thoughtful, and penetrating. He said that he believed that through the World Organization we could look forward to the time when good practices and educational discoveries need no longer be confined to the teachers of any one country. The day is not far distant, he believes, when the science and art of education will become world wide.

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The Educational Institute of Scotland presented the study on the interchange of pupils and teachers. It reviewed the existing schemes for exchange, summarized the current results, and made some specific suggestions for extension of interchange. The Committee went on record as believing that this is

a project which should be sponsored and financed in each country by its government; that there should be a national interchange committee which includes a majority of teachers and educational administrators. The ensuing discussion, which was participated in by a number of exchange teachers who were fortunately present, was enlightening and stimulating, because differences in points of view as to the manner of placement and the preparation needed for exchange were immediately manifest.

* * *

The report on social studies and current affairs submitted by the committee appointed by the National Education Association was a comprehensive and far-reaching document—probably the most impressive one presented. It was the result of study by a topnotch committee chaired by Dr. George H. Reavis, Superintendent of the Cincinnati Schools. The point of view with reference to the teaching of current affairs which we accept rather widely in the United States was obviously to most of the other delegates not only new but not entirely acceptable. Most of them reiterated their belief that pupils must first of all be well grounded in the facts of history before they can possibly approach and analyze any problems in current affairs. They seemed to feel, too, that in

many of their countries where there might be, for example, some six or eight political parties that it would be wholly impossible and, indeed, unwise to attempt to have pupil discussions of their respective political setups.

* * *

The extension of literacy was the topic of a report presented by the National Child Education Association of China and the China Education Society, with help from some of the other affiliated organizations. The study advocated, first of all, that governments should ascertain the exact number of illiterates in their countries and should base their plans for the extension of literacy on such surveys. It advocated the use of some political authority to assist and enforce the work, and focused on the possibility of utilizing all of the available man power in the campaign against adult illiteracy. It stressed the fact that the approach to the whole problem is extremely important, because until you induce people to *want* to be literate nothing worthwhile can be accomplished. One emerged from this discussion feeling that the problem of adult illiteracy in some countries is still so colossal that a scrutiny of it brings to one a feeling of complete futility.

* * *

The problem of an international

language was surveyed by the Swiss Secondary Teachers Association and offered a scholarly appraisal of the various schemes thus far advanced for an international language. It stressed the fact that although English is making tremendous strides as an auxiliary language, there is still need for a simple international language which could be used at international meetings. It would be the medium of understanding for many delegates who although slightly familiar with English find it difficult to think in that tongue. Agenda, working papers, and minutes could be published in the international language, and it might be tremendously useful as a means of bringing about better understanding of many controversial points of view.

* * *

The report on health education was the least controversial of all the five topics, probably because if one has pneumonia in Timbuktu it is still pneumonia. The common cold is just as much a menace in Greece as it is in the United States. Fatigue among pupils is as much a problem among children in England as it is in Holland. Visual aids available for the teaching of health education are just as important—probably more so—in India as they are in the United States.

* * *

Some questions will inevitably occur to you. Although the reasons for our not being accepted to full national membership have already been publicized, it may be well to reiterate them so that there will be no misunderstanding. In conformity with decisions made last year at the New York Convention, I took up immediately thereafter with the Secretary General of WOTP the matter of our affiliating on the basis of full national membership. I sent him, at his request, as much relevant information as was needed concerning the personnel and the purposes of our Society. Decision on the matter which would normally have been made at an Executive Committee meeting in November was deferred until the spring meeting in April. I was then advised that the Executive Committee had regretfully refused our application for full national membership but would be very glad to approve our application for affiliate membership. We immediately took out that membership, and it is on that basis that we are now allied with the WOTP. Although we had been led to believe last summer that the matter of our acceptance as a full national member was not debatable, certain members of the Executive Board registered objections. It was only after I sat in the meeting for some

days that I realized the importance of their objections. It was quite evident that although there was a tremendous amount of good feeling and good will, and an almost fanatical desire for mutual understanding, there was always in the minds of the delegates from other countries apprehension that members of the Assembly from the United States, by reason of our numbers and our unquestioned rate of influence, might seek to dominate the Organization. I could understand, after I had sat in those meetings for two or three sessions, that although we consider it is apprehension without basis, were our positions reversed we should probably feel exactly as the delegates from other countries do. It is only by patient, continued effort to dissipate misunderstanding and to allay suspicions that we shall eventually arrive at the place where all of us can assemble in such a meeting without fear of what others may think or do.

My conversations with the Secretary General led me to believe that there are two immediate contributions that we can make to the life and success of WOTP. First, many of our women will inevitably go abroad to various parts of the world in the next few years. Many of them will have contacts with educational authorities in various countries which they visit. Those

of our number who are fortunate enough to have this experience can render a tremendous service by bringing to the attention of the education authorities wherever they go the purposes and the program of the World Organization and urge affiliation with it. There is still an enormous amount of suspicion of the Organization even among some of the countries of Europe which would normally be expected to participate. Besides that, two other international organizations, IFTA and FIPESO—one rather vague in intent and nebulous in its program and the other too narrowly segregated in teaching interests—have drawn away from WOTP some of the possible members. More than that, confidence in WOTP has been endangered by certain ill-intentional persons who have attempted to sabotage the organization. These people have designated the Organization as a creature of the National Education Association, which they say is a tool of Wall Street and fascistic in its purposes!

The second contribution we can render immediately is to make every possible effort to acquaint our own members with the work and the program of the organization utilizing all the materials which we can secure and disseminating information among our colleagues and professional friends.

Eventually we should probably be able to contribute something in the way of minor research. I think it would be an advantage to us and a tremendous encouragement to the Organization if we can possibly manage to continue to have representation at the annual meeting.

One could not attend these vital sessions of professional men and women of good will without being impressed with the tremendous possibilities of such an organization. One was conscious too of the enormous obstacles to the development of a functioning world-wide organization that will be as effective as its advocates hope. Differences in point of view about teaching, about the structure of the school, the function of the higher schools, the national backgrounds in illiteracy,

the differences in type of scholarly training, together with inevitable disparities of political faiths, widely different folk ways, patterns of social behavior—all these make the task enormously difficult but enormously worthwhile.

All over Europe this summer similar conferences of psychologists, sociologists, religious leaders, and teachers were assembling, all of them intent on finding a way to the peace of the world. That this peace seems more remote than ever at this moment is no indication that the search for it should in any way be abandoned; but rather forsaking fear, we should press forward with a common purpose to a common goal for the safety and preservation of mankind.



Alabama

The Alpha Lambda chapter reports the death of Mrs. Ruth Denison. Mrs. Denison was an active club woman and had been laboratory technician with the Red Cross overseas. Her death is deeply regretted by the members of her chapter.

California

Miss Grace Dering of Los Angeles, a member of the Alpha chapter, died last January. She had been music chairman of her chapter for two years and was assistant supervisor of orchestra in the city schools. She was outstanding in her teaching and directing of little children. Miss Dering will be greatly missed.

The Delta chapter reports the death of Mrs. Jane Carroll Byrd, the retiring vice-principal and head of the English department of Santa Barbara High School. She was an ardent church worker and played an important part in the building up of St. Vincent's School for retarded girls.

In Santa Barbara, Eva McPhail died last year. The inspiration she

afforded young teachers who began work under her leadership will never be forgotten. For most of the nearly fifty years she had been a teacher, she was an elementary principal in the Santa Barbara schools. She was responsible for the inauguration of the Parent-Teachers organization in that city.

Epsilon chapter lost one of its most valuable members in the death of Frances A. Tubbs of Los Angeles. She was an untiring and enthusiastic worker, and her contributions to the life of the organization will be greatly missed. Miss Tubbs had almost completed her thesis on a study of the Chinese, Japanese and Russian languages.

On July 12, Hermione Agnes Ellyson passed away in the Torrance Memorial Hospital. A gifted and inspirational teacher, Miss Ellyson guided numbers of her students to national honors in the field of art. Hundreds loved her for her broad sympathies. Her many friends and fellow-workers deeply mourn her loss.

The Iota chapter lost a valuable member in the death of Pauline V. Weiss. She died in Sacramento.

She was a native of Colorado, and had been not only a teacher but a superintendent of schools. She came to California in 1946. Active in church and community life, she filled a large place in the life of the community and will be greatly missed.

In Los Angeles, Helen Oden of the Omega chapter died last March. She had been seriously ill for three years and died in a nursing home.

Connecticut

The Gamma chapter reports the death of May H. Collins in New York City last April 1. She was a charter member of her chapter and had been an elementary supervisor and principal of schools for many years.

In Hartford, Sarah Price Ely died on May 5. She was especially interested in working for better conditions for teachers, particularly in lower Middlesex County. She was a person to whom young and old, rich and poor, brought their problems.

District of Columbia

Mildred H. Merrill of 1673 Columbia Road, Washington, D. C., died in Ann Arbor, Michigan on April 13. She was a founder of the state organization in Washington and a loyal member of Alpha chapter.

Georgia

The Alpha chapter reports the death of Jesse Pauline Carson of Atlanta. Well known in educational circles, Miss Carson had been connected with the city public schools for forty years. She first taught in the city elementary schools and then was chosen principal of two large schools. She had been a member of Delta Kappa Gamma for only a brief time when her declining health prevented her from fulfilling the obligations which she had so enthusiastically assumed. She will be greatly missed.

The Alpha chapter lost another member in the death of Edna L. Whitmore, also of Atlanta. Miss Whitmore was a teacher of music in the public schools for twenty years and was organist and director at the Westminster Presbyterian church. She served on the music committee of her chapter and fellow-members mourn her passing.

Illinois

The Gamma chapter lost an outstanding member in the death of Christine Dearnbarger. She died in Charleston on March 2. A far-reaching influence on the youth of her community for the last twenty years, her loss will be keenly felt.

The Eta chapter reports the death of Louise Kimball Goffe. Her

spirit of cooperation was an inspiration to all who knew her, but unfortunately her health had prevented her assuming much responsibility for some time past.

Frances L. Walshe passed away on March 9. Her contributions in art to the chapter progress were outstanding. She had held several offices in the chapter and performed them with maximum efficiency.

Miss Anna P. Keller, district superintendent of Chicago schools and a member of Kappa chapter, died last August. Miss Keller was a great teacher and her compelling interest was in preparing young teachers. A woman of wide personal interest and an inveterate traveler, she was above everything else a great personality. Her contribution to the life of her time in Chicago will be greatly missed.

Kappa chapter also lost another outstanding member in the death of Dora Wells. Miss Wells was eighty-six when she died in Montpelier, Vermont. Her greatest contribution to education in Chicago was in the realization of her dream of a school which would give girls an equal opportunity with boys for a specialized education.

Iowa

In Kearney, Nebraska, Mrs. Edna Bestor of Zeta chapter died last June. A powerful influence

both in school and community, Mrs. Bestor had served in many capacities. She was an ardent church and club woman and a member of a number of literary and cultural groups.

Kansas

On May 1, Miss Grace Mathewson of Great Bend, and a member of Iota chapter, died in Wichita. Miss Mathewson had been a teacher for forty-nine years, thirty-one of which had been served as principal in one of the elementary schools.

Maine

Mrs. Beulah H. Storey of Delta chapter died last year in Bangor. Because of her failing health she was not able to assume active responsibility in Delta Kappa Gamma but she was an enthusiastic member.

Maryland

On May 25, Elizabeth P. Shantz of Baltimore died in the University of Maryland Hospital. She was a devoted member of the organization, serving in whatever capacity she could and often far beyond the limits of her own physical powers. She was past president of both the State and Baltimore City Home Economics Association.

Michigan

The Delta chapter has lost one of its members in the death of

Frances Herald. She taught in the Milwaukee State Teachers College, in the Northern Michigan College of Education, and was counselor of the Newman Club in Columbia University. She was active in the state organization of A. A. U. W. and had been social chairman for Delta chapter for a number of years.

Missouri

In Columbia, Mrs. Louella St. Clair Moss, member of Beta chapter, died last August. She had been president of Christian College, Missouri, and Hamilton College in Kentucky. She was president of the League of Women Voters, Federation of Women's Clubs and the Missouri Library Commission.

On May 21 last, Jane Adams of the Alpha chapter passed away at her home in Kansas City. Miss Adams was a teacher of Latin in the local high school and was president of the Association of High School Women.

Mrs. Anna Callah Pearson Birks, a member of Gamma chapter, passed away in Dodge City on January 15. She rendered service of a very high type not only as a teacher but as a home-maker.

Montana

Zeta chapter lost a valuable member in the death of Mrs. Mabel Rossiter in Omaha. Mrs. Rossiter had been ill for some time and

was, consequently, unable to assume any active part in chapter activities. Her years of service to the teaching profession were not only unselfish but were marked by a very high level of excellence. She will be keenly missed.

North Carolina

The Alpha chapter lost its first honorary member in the death of Dr. Anna M. Gove. She was a member of the Woman's College staff at the university and was resident physician until 1937. In her will she established a \$5,000 Student Aid Fund in the memory of Mrs. Charles D. McIver and left a \$500 bequest to the Witherspoon Art Gallery.

Mrs. Lucile K. Shuffler of Wilmington, a member of the Theta chapter, passed away on March 12. She was an efficient, alert, and active member and vitally concerned with the publicity for her chapter.

North Dakota

Alpha chapter reports the death of Fanny C. Amidon, an honorary member in Valley City. She had been head of the department of public school music in the State Teachers College of Valley City for thirty-five years. She was active in local efforts to keep music in the foreground of community life. The fine pipe organ at the State Teachers College is a memorial to her thirty-five years of splendid service.

Oklahoma

Grace Deupree of Oklahoma City, a charter member of the Alpha chapter, passed away in Dallas, January last. She had held a number of past offices. She had been principal of the high school in Lyons, Kansas, and when she died was head of the Mathematics Department in Classen High School.

Mrs. Beulah Sawyer of the Alpha Gamma chapter died on May 17. She was an outstanding authority in primary work and was a vigorous past officer.

Pennsylvania

Jessie Gray, past president of the N. E. A., the Pennsylvania State Educational Association and the Teachers Association in Philadelphia, died on May 29. Miss Gray had been active in legislation, teacher recruitment, and retirement. The fine spiritual qualities of her nature gave her outstanding leadership. Pennsylvania has lost an able educational leader.

South Carolina

Miss M. Evelyn Jones of Greenwood passed away on April 20. She was president of the State Class Room Teachers Association and active in N.E.A. affairs. She was chairman of the Legislative Committee in Delta Kappa Gamma and

her leadership will be greatly missed.

Tennessee

Mrs. Lyda Gore Rice of Chattanooga died on May 10. She served as chairman of the Auditing Committee of Alpha chapter and furnished invaluable suggestions for setting up financial records. She was head of the commercial department at the Central High School, where she had the respect of scores of students studying under her direction.

Texas

The Epsilon chapter reports the death of Mrs. Myrtle Etheridge Clopton in Dallas. She was a charter member of the chapter and served as its first president.

In Waco Miss Annie M. Forsgard died on March 14. Miss Forsgard was an outstanding teacher in the Waco schools for fifty years where she served in the capacity. She was a charter member of Zeta chapter and served as its first president. Later she filled a number of other offices competently.

Gamma Alpha chapter reports the death of Mrs. John P. Reesing in Gatesville. She was a charter member of the chapter, a teacher of high school English, and Dean of Girls in Gatesville High School for fifteen years.

The Gamma Epsilon chapter lost

one of its prominent members in the death of Vallie M. Stine on July 24. She had been past president from 1941 to 1943, had served as parliamentarian, treasurer, and chairman of various committees. She was active in educational work throughout the state and an ardent church worker.

Utah

Faughn Nielson passed away in Price, Utah, on June 18. She was a member of Alpha chapter and had served in various committee posts. At the time of her death, she was teaching in one of the elementary schools in Salt Lake City, but for five years prior to that time had taught in the Jordan School District. A person who loved children and people generally, she is mourned by all those who knew her as an outstanding citizen and a great teacher.

Virginia

Lambda chapter reports the death of Mrs. Madeline Mapp Barrow in Kellar, Virginia. She was Virginia's first honorary member and had a long record of distinguished teaching and civic services.

Washington

The Xi chapter chose Mrs. Virginia Grainger Herrman as an honorary member in 1944 because of her outstanding educational work. She was the first county superintendent in that part of the state. In spite of her years, she managed to attend many chapter meetings and was interested and enthusiastic. Her sincere friendship and never fading smile will live long in the hearts of her chapter members. She died on May 17 at the age of 89.

West Virginia

The Alpha chapter lost one of its outstanding members in the death of Claren Peoples, who passed away in Huntington last August. Miss Peoples was not only active as a chapter member but was director of music in the Cabell County Schools.

Wyoming

The Gamma chapter lost a charter member in the death of Doris Mabel Shaler. At the time of her death she was living in Boone, Iowa, where she had been an active member of the Boone Teachers Club and of the Women's Club.

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ANNUAL REPORTS

of

THE NATIONAL PRESIDENT

THE NATIONAL EXECUTIVE SECRETARY

THE NATIONAL TREASURER

of

The Delta Kappa Gamma Society

TO THE NATIONAL EXECUTIVE BOARD AND TO THE

DELEGATES ASSEMBLED IN CONVENTION

AUGUST 30-31, SEPTEMBER 1, 1948

MILWAUKEE, WISCONSIN

ANNUAL REPORT OF THE NATIONAL PRESIDENT 1947-48

THIS is my third and last report to you as your national president. These three years during which I have had the honor of being the president of this organization of between thirty and thirty-five thousand women have been hard years.

We are living in an era of peace when there is no peace, in a time when men and women are being challenged to use their heads as well as their hearts for the salvation of our civilization, and when that challenge goes all too often unheeded because of short-sighted self-interest. Because I fear this spirit of self-interest, this report will emphasize the less tangible aspects of our work. Dr. Stroh and Miss Minkwitz will deal with statistics and finances.

These three years have been fraught with many problems in the work of our Society. We have grown rapidly. We have been able to meet the problems of this rapid expansion only because the membership from top to bottom has believed that there were values to be derived through the efforts that are necessary for the goals that we set for ourselves.

For a very long time teachers have had to defend our contention that teaching is a profession. By definition a profession is characterized by its personnel (1) who have special and highly developed techniques; (2) who have developed a body of knowledge to be passed on to their successors; (3) who render services to humanity; and (4) who have a code of ethics espe-

cially applicable to themselves in their service to their clientele.

It is my wish in developing this report to give particular attention to the part The Delta Kappa Gamma Society has played and will continue to play in the enhancement of this fourth function, that is, in the development of a code of ethics among teachers. Unquestionably so many dynamic members of any specialized group of workers must affect the behavior of the whole group. The work of The Delta Kappa Gamma Society has never been more fruitful than it has been recently in dignifying teaching among teachers as well as with the "general public."

This work has not been the development of a group of stereotypes—the "thou shalt's" and the "thou shalt not's" of the teacher. There has been a vast amount of constructive action, examples of which I shall cite from the State Presidents' reports I have at hand as this is being written.

I. Concern for the Unfortunate

"Many chapters have contributed to funds for feeding starving children in Europe."

"Chapters have adopted children in Europe and China."

"Chapters have adopted teachers in foreign countries, sending supplies and personal gifts to them."

Chapters have made "gifts to children in Europe through World Festival for Children."

Members and chapters have made

"contributions of a large part of the money needed to keep our foreign fellow at the University of North Carolina and pledge(d) to extend the fellowship until she completes her work for the doctorate."

Alpha Chapter (W. Va.) conducted "research on Human Erosion; over 4,000 questionnaires tabulated and interpreted."

II. Concern for Teachers

"Pi Chapter (Louisiana) initiated and sponsored *Teacher Appreciation Day* as part of American Education Week."

"We have started a research project to ascertain the conditions under which Virginia teachers live and work."

The Each-One-Adopt-One project originated by Miss Norma E. Scott, a Theta member from Texas and a former exchange teacher to Britain, whereby Texas members "adopted" British teachers and shared with them food, clothing and other necessities.

III. Concern for Teacher Recruitment

"While Alpha Rho (Oregon) chapters are comparatively young, they are becoming scholarship minded. One chapter awards a \$75 scholarship; one has a \$96 loan fund to assist teacher trainees; one offers annually a \$25 student aid award to a High School girl graduate interested in teaching."

"Ten chapters (in Georgia) organized Future Teachers of America Clubs. Ten chapters entertained prospective teachers socially and otherwise promoted face-to-face rela-

tionships between Delta Kappa Gamma members and prospective teachers."

"Tea for Future Teachers. Over 100 high school seniors were selected to attend an open house and tea at Wilson Teachers College, Washington, D. C."

"Delta Chapter (Florida) stressed Recruitment of Teachers. The members in each county have tried to interest promising students in teaching or some other phase of school work. Students were brought by their teachers to the Recruitment Tea from distances up to eighty miles."

IV. Concern for Better Understanding of International and Intercultural Relationships

"Mrs. Fleta Haskins, one of Epsilon's (Florida) members, is an exchange teacher in England this year. This chapter sent Mrs. Haskins food and supplies to be distributed where most needed."

Nu State (Washington, D. C.) continued two projects from last (1947) year, (1) the adoption of a Belgian child, and (2) the sponsorship of Mook School, Middelhaar, Holland.

"Greater understanding was established through contacts with women teachers in China, India, Germany, Sweden, and Russia."

The Marian Edman Project was completed, The Delta Kappa Gamma Society financing an educational teacher training trip to Sweden for two months for four German women teachers.

"One of the most satisfying activities for the year has been the opportunity for members to participate in organizing a permanent Kansas Com-

mission for UNESCO which was the first state UNESCO conference to be held in the nation, and the first state UNESCO Commission to be organized in the country. Phi State is proud to hold membership in this organization."

These are samples of the activities of the Society during the year. They leave little doubt that the various units of Delta Kappa Gamma are heroically achieving the third qualification for being recognized as members of a profession. They render services generously to humanity and by their generosity they exemplify their ethical code.

It would not be fair to the membership, the Executive Board, or the officers at the end of my period in office if I did not discuss briefly, at least, the function of the National President in the Society. First, I should like to point out that my years as your president cannot be considered typical. A series of tragedy and suffering accompanied my first year. I have had three different positions during the years I have served as president. Each of these positions was challenging and interesting and likewise very demanding. My return to Montana entailed packing, travel, loss of headquarters for myself, and inability to find suitable secretarial services. In spite of this, the work of Delta Kappa Gamma went on. During the current year I have traveled outside my own state only three times. The other national officers and Regional Directors have met you and inspired you and have served you well.

Realizing the demands on the National President for both time and service to the Society, I urge that consideration should be given to her in every way possible. Only as she is relieved of the details that are time-consuming and often frustrating, can she be freed for the constructive leadership which this great Society deserves from its president.

The Delta Kappa Gamma Society still has her "unsolved problems." When the ones which are troubling us now have been solved, I believe that an organization of thirty or forty or fifty thousand women will have acquired others that may be equally difficult to solve. As I leave this office to my successor, I urge the membership to remember constantly the role of Delta Kappa Gamma in establishing teaching as a profession. Women who are so deeply concerned with the needs of "the poorest of My children"; with the fate of their sisters in China and India and Sweden and Russia; with the qualities and training of their successors in their profession, cannot afford to cast suspicion upon those within their own ranks who are carrying on the administrative burdens of their society. Faith in each other is intrinsic to the work of our organization.

Believing in ourselves and in each other we *can and will* solve the problems of today and tomorrow.

Respectfully submitted,
CATHERINE NUTTERVILLE,
National President.

ANNUAL REPORT OF THE NATIONAL EXECUTIVE SECRETARY 1947-48

THIS has been a year of heavy demands not only upon the personnel at Headquarters, but also upon our very limited facilities at the National Office. Our clerical force is still far too limited to encompass the necessary routine work, and in consequence much in the way of expanding opportunities must inevitably be neglected. The year has been a satisfying and rewarding one, however, in its assurances of tangible gains in the area of increased membership and many new chapters, but more particularly in the satisfactions which are intangible but none the less potent.

The orbit of our activities has been considerably enlarged since we met a year ago. Our influence has made itself felt in a number of areas which we had not hitherto entered. Our status in educational affairs is secure and growing rapidly. We have exhibited in most of the units of our organization an increasing sense of responsibility for close and continuing cooperation with the National Organization. We have manifested in a number of ways that we have a social conscience. We have implemented our avowals of good will toward those in other countries by constant practical demonstrations of fellowship. The morale in both state and chapter organizations has been noticeably improved. There is a degree of genuine fellowship in many groups which was not evident a year or two ago.

This has been a year of significant achievement in another way. We

were invited last fall by Mrs. Eleanor Roosevelt to a meeting of representatives of key women's organizations to discuss practical means by which we can familiarize our membership with the activities of the United Nations and circulate authentic information among the grass roots. We had 18 delegated representatives at the Pacific Conference of UNESCO held in San Francisco in May. We participated in the meetings of the Commission on International Educational Reconstruction. Finally we had two representatives at the meetings of the World Organization of the Teaching Profession in London.

No one section of the country is unique in exhibiting evidences of growth and maturing stature. Apathy has been replaced in a number of areas by dynamic enthusiasm. Complacency has given way to intelligent, far-sighted planning. The caliber of programs has improved noticeably. There is an increased degree of concern among all our members that we meet our expanding responsibilities.

Perhaps this would be a suitable time for us to be reminded once again of the phraseology of the seven purposes to which as an organization and as individuals we are committed. If all our activities, if all our programs were defined in terms of the meaning of these purposes, we should be well on the way to a realization of the Society's fullest possibilities. We are, however, just beginning to glimpse the implications of each one of these

purposes. We counsel a reading, a re-reading, and a study of these purposes again by both state and chapter units, for they furnish the clearest possible definition of our goals and responsibilities. We need seek no further mandate than these clearly-expressed aims furnish us. They are a reliable yardstick by which we can measure the worth of our undertakings. More than that, a constant review of them will remind us not only of how far we have come but of how much farther we have still to go before we can approximate the remainder of our obligations.

This reminder is offered at the outset, because if there is any one thing that is a source of anxiety it is our constant tendency to allow ourselves to be lured from the sight of our accepted goals and diverted by all sorts of inconsequentials. Perhaps it is a characteristic of women and women's organizations, but this is so. But whether it is unique or not with women, the fact remains that if we could focus all our energies upon the attainment of those things to which we are mutually committed and on which we are generally agreed, the possibilities of our growth and influence could not be measured.

We owe to innumerable people a great debt of gratitude. The fact that so many hundreds of people find time and have the inclination to write to National Headquarters to express their appreciation of what they believe to be some improvement or of some particular service is a source of never-ending satisfaction. While we try to believe that our rewards must

lie entirely in the consciousness of work done as well as our limited human resources permit, nevertheless, we, like everybody else, feel an accession of energy and are fired by a resolution to give better service whenever we receive these spontaneous expressions of your understanding and good will.

The Executive Secretary has distributed her time and energy among the following activities: office routine and administration; assistance to chapter, state, and regional officers and units with a constant attempt to build increased understanding and improve coordination of efforts; contacts with other national and international bodies and participation in their activities; compiling and editing the *News* and the *Bulletin*; writing the monograph authorized at the last Convention and entitled *Find Your Own Frontier*.

Office Administration

Too much time from the very limited office help available has been consumed in the constant checking of our mailing lists. Although our printer uses the most modern system of addressograph equipment possible and although we have devoted the time of two clerks to the mailing list exclusively since the first of December, we are still not able to keep up with the constantly changing addresses. We have ascertained that our mailing list is in much better shape than that of most other national publications. We have also determined that we make changes of address more quickly than most other publications

However, this assurance is not enough to content us. We should like to have a perfect mailing list. We cannot, however, achieve this end without the full cooperation of the treasurers who send in the membership cards and the members who furnish the data for those cards. Innumerable errors on these cards make it necessary for us to return to the files and search sometimes for hours before we locate the precise information. Members are careless about setting down their addresses and then complain if the publications are not delivered. If your address is 239 Main Street and you send us the number 329, neither you nor we can expect the mail service to deliver. We have so many errors of this kind that we think it incumbent upon us to ask once more your full cooperation. If you have married during the year and have changed your name to Mrs. John Ross and you were Anne C. Moore last year, why not tell us about it? There is no other possible way of our identifying you as the same person, particularly if you have changed your address. During the year we have made 13,592 changes and additions. This is evidence once again of our highly mobile membership, possibly more mobile than that of most other organizations. We should like to serve you as adequately as we can in this matter, but we must have your full cooperation. In order to facilitate changes of address, we are this year furnishing a perforated "change of address" card which must be filed at Headquarters before a change of address can be made. We will keep one copy in our files and

send the other to the printer. Inasmuch as the expense incident to a change of address has been computed to be between twenty and twenty-five cents, we are making a recommendation later on for a change of policy in that respect.

We feel that our office service has been reasonably prompt. All orders are filled the same day they are received and are sent out immediately. You can help us amazingly by trying to foresee your needs a sufficient length of time beforehand to give us time to fill your order and have it reach you before you need it. It is disconcerting to find in the morning mail a special delivery request that we get an order to Louisiana, or Alabama, or California, or Oregon within two days because the materials are needed for initiation or organization of a new chapter. As stated previously, your orders are filled at once, but we cannot make ourselves responsible for some of the inevitable delays incident to the postal service.

The presence of the National Treasurer at Headquarters has been an immeasurable help. She has supervised the activities of the mailing room, and this has facilitated our services. We do not think, however, that the services and the time of the National Treasurer should be occupied too fully with the exigencies of wrapping and mailing packages. Her energy should be devoted to much more important matters.

Membership

Some observations on our membership counts will not be inappropriate.

Membership Count
(As of June 30, 1948)

State	Total	Active (Not Life)	Life	Associate	Honorary	No. of Chapters
Alabama	1327	1143	47	34	103	38
Arizona	343	235	86	9	13	9
Arkansas	716	601	17	23	75	26
California	2085	1850	138	27	70	50
Colorado	662	560	56	12	34	20
Connecticut	254	229	13	0	12	5
Delaware	78	71	4	1	3	2
District of Columbia	121	111	3	0	6	2
Florida	648	536	71	10	31	15
Georgia	562	528	20	1	13	21
Idaho	170	151	2	0	17	8
Illinois	1874	1592	221	18	43	42
Indiana	1346	1156	55	55	80	32
Iowa	469	440	9	7	13	16
Kansas	1119	768	185	15	151	29
Kentucky	410	385	12	1	12	10
Louisiana	904	808	66	3	27	27
Maine	189	169	9	0	11	6
Maryland	324	303	17	0	4	16
Massachusetts	141	129	5	7	3	2
Michigan	584	520	37	10	17	15
Minnesota	407	361	29	0	17	8
Mississippi	357	280	57	0	20	10
Missouri	678	605	56	5	12	16
Montana	331	280	28	3	20	11
Nebraska	528	420	72	5	31	14
Nevada	42	39	1	0	2	0
New Hampshire	40	35	0	0	1	0
New Jersey	145	134	7	0	4	3
New Mexico	461	399	52	0	10	15
New York	635	528	76	8	23	10
North Carolina	761	717	4	4	36	17
North Dakota	242	174	25	4	39	9
Ohio	2776	2340	265	51	120	61
Oklahoma	1185	1071	62	13	39	32
Oregon	393	303	76	1	13	11
Pennsylvania	797	729	50	0	18	28
Rhode Island	61	58	1	0	2	0
South Carolina	351	335	8	1	7	9
South Dakota	134	109	12	0	13	4
Tennessee	791	731	39	3	18	21
Texas	5210	3995	409	170	636	97
Utah	259	225	26	0	8	4
Vermont	97	88	5	0	4	2
Virginia	357	303	31	5	18	11
Washington	860	745	86	0	29	25
West Virginia	259	238	14	0	7	8
Wisconsin	551	441	92	1	17	13
Wyoming	61	48	3	9	1	1
Total	33,095	28,020	2,663	509	1,903	823

We have taken the total of membership from the reports of the chapter treasurers. Discrepancies inevitably arise. We discovered last year that state presidents' reports could not be depended upon to furnish us correct figures, because so many chapters had omitted sending their reports to their respective state presidents. We be-

lieve these figures to be as nearly accurate as we can supply. We think that the records of the chapter treasurers and of the chapter yearbooks tend to be much more nearly accurate than they were two or three years ago. There are fewer repetitions of names from chapter to chapter when members have transferred. There is much

less deadwood being carried along on chapter rosters. We invite your attention to the total figures on active, life, associate and honorary members. Again as we did last fall, we should like to call to your attention the proportion of honorary members in some states. We believe that this is a matter of such vital importance that it should invite the scrutiny of the several Executive Boards. Obviously, in some units of our organization there are too many honorary members. They weight the chapter too heavily, and their influence and activities are not in proportion to their numbers. We recognize the worth and purpose of honorary membership, but once again we feel that this matter is of sufficient moment to warrant us in surveying our particular situations.

Last year at the compilation of this report we had 757 chapters. This year at the same time we have 823, a growth of 66 chapters in one year. The two states which gave evidence of the largest percentage of growth were Pennsylvania and Georgia. To the dynamic leadership and organizing powers of Blanche Foster and Annette Highsmith, we are greatly indebted. We should like to have you examine, at your leisure, the spot maps which have been prepared under the direction of the National Office. These will give you a clearer picture of the extent of our organization than anything else could do. They should be examined and interpreted in the light not only of the total number of women employed in the state, but also in the light of the quota which is our numerical basis of membership.

This last consideration leads us to a query as to whether with a transfer system such as we employ, the quota system can work properly. For example, since transfers are not counted and since in some states teachers move about a very great deal and reaffiliate with other chapters, it is entirely possible for the number of transfers to outnumber the originally initiated members. In fact, with this system it is possible for a chapter, because of a large accession of transferred members, to have many more on its roster than it is legally possible to have. This situation obtains in a number of places, and we feel that it should be watched rather carefully, particularly during these times when there are so many poorly qualified teachers at work in the public schools.

It is appropriate to remark here the salutary tendency evident in many of our chapters to invite into both active and honorary membership some of our distinguished colleagues who have come here for study or residence. We have noted with pleasure the induction into membership of distinguished women from Australia, Sweden, Great Britain, Norway, French Algiers, Iran, and other countries. This kind of demonstration of our desire to extend our fellowship among other women educators outside our own country is heartening evidence that we are realizing the true meaning of our avowed purposes.

The organization in Hawaii is on the eve of completion. We have six founders already there, and six others have been invited. We believe that this organization will have been com-

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pleted before this Convention convenes. Invitations have been sent to a number of distinguished Canadian women. We were successful in securing the active cooperation of the Director of Protestant Education in the Province of Quebec. He was fully informed as to our purposes and the nature of our activities and gave us considerable help. Mrs. Carrie Belle Parks Norton, one of our dynamic members in Pennsylvania, who has a summer residence in Maine and who plans later to make her home there, has been of invaluable help in making further contact with these women. She has visited some of them personally, and we look forward to the expansion of work in Canada at an early date.

The time has come, we believe, when we should set our sights on organization abroad. There will be a number of legal problems to be resolved before that can take place. The relationship of the foreign organization to the parent organization must be determined. The question of dues must be studied. The complications of incorporation in other countries must be resolved. There are any number of problems which we must analyze and to which we must find the answers before we can set about the organization of The Delta Kappa Gamma Society in other countries. A specific recommendation with respect to this matter will be offered later.

Public Relations and Service to State Organizations

The Executive Secretary has traveled an unbelievable number of miles

during this past year. She has participated in and addressed nine state conventions. She has spoken to high school and college students in numbers of places. She has visited and addressed many community meetings, educational meetings, and service groups. She has participated in another extended state-planned series of meetings in the interests of selective recruitment. She has attended a workshop of editors of educational publications in the interest of improving our magazine. She has attended meetings of the Commission on International Educational Reconstruction and the World Organization of the Teaching Profession. Her schedule has been extremely difficult. It has exacted a heavy toll on physical and spiritual energies. It has been, however, rewarding in its reassurances concerning the influence of our National Organization and its place in community affairs, and in the evidence of increased public understanding.

A survey of the kinds of meetings which the Executive Secretary has attended and in which she has participated will serve to acquaint our members with the types of services she has attempted to supply.

State Meetings—Des Moines, Iowa; Little Rock, Arkansas; Hutchinson, Kansas; Saint Joseph, Missouri; Portland, Oregon; Grand Island, Nebraska; Hershey, Pennsylvania; Augusta, Maine; Middlefield, Connecticut.
Educational Meetings—Arkansas State Education Association Regional Meeting; American Association of School Administrators.
Meetings of College Students—Conway, Arkansas; Arkadelphia, Arkansas; Maryville, Missouri Teachers College.
Meetings of High School Students—Fort

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Smith, Arkansas; Arkadelphia, Arkansas; Little Rock, Arkansas; Hot Springs, Arkansas.

Community Meetings—Fayetteville, Arkansas; Pocahontas, Arkansas; Fort Smith, Arkansas; Boise, Idaho; Pocatello, Idaho.

Joint Chapter Meetings—Minneapolis, Minnesota; Lawrence, Kansas; Kansas City, Kansas; Springfield, Missouri.

Conferences with teachers colleges faculties—Pittsburg, Kansas; Pocatello, Idaho.

Miscellaneous—Commission on International Educational Reconstruction, Washington, D. C.; Workshop for Educational Editors, New York, New York; World Organization of the Teaching Profession, London, England.

Publications

We have had two new printings of the Constitution, supplies of which seem to be in great demand. In response to the clearly expressed need of many chapters, we have prepared a special edition of the Constitution printed on fine paper in size six by nine inches, bound in red leather and lettered in gold. This volume contains enough blank pages for signatures of initiates for many years. It is urged that chapters which have not had bound Constitutions for this purpose should avail themselves of this opportunity so that they will have a permanent record continuing with the years.

A new directory of state and chapter presidents was issued and all chapters and officers were supplied with copies.

The Handbook, including basic rulings, interpretations of the Constitution, and guides to procedure, was also compiled and edited. All chapters are urged to provide themselves with at least three copies, so that the president, the secretary, and

the treasurer at least may be provided with this official guide. The Handbook is the product of the suggestions of state and chapter presidents and the help that was provided by members throughout the country. It is an attempt to meet the most important needs. No handbook can be all-inclusive nor can it anticipate every possible contingency.

This might be an appropriate place to interpolate a statement which apparently needs to be made. We have referred in previous paragraphs to a tendency on the part of some of our chapters and our officers to stress too many inconsequential to the exclusion of more vital matters. No one can possibly cut a pattern by which every unit of our organization can determine its course on trivial matters. When the Constitution was revised, certain prescriptions about small matters were omitted purposely, because it was felt that no one way of doing things could determine the procedure in every chapter throughout the country. Certain factors in the situation would always be variables. We recognize this; and we expected that the chapters, made up of professional adults, would decide how to dispose of some of these small things themselves. So long as a chapter operates within the framework of the State and National Organizations, and so long as it follows the generally accepted procedure and approved methods of dealing with important affairs, it is free to put its own interpretations upon matters which do not concern the State and National Organizations.

Last year we presented two new publications—one, Dr. Schuell's study on *Differences Which Matter*; two, our own compilation of biographies of pioneer women teachers, *Eyes To See*. Both have had gratifying sales. We would suggest, however, that many chapter units and state organizations as well could assume a greater degree of responsibility in publicizing these monographs and seeing to it that they are purchased and circularized.

Our most significant venture in publications this year was the preparation of the brochure approved last August and compiled with the active collaboration of the Commission on Teacher Education and Professional Standards. It is entitled *Find Your Own Frontier* and attempts to answer the most important questions a young man or woman would be apt to ask about the profession of teaching. It gives the most recent authoritative information about all the most important aspects of teaching, figures as to supply and demand, surveys the teaching opportunities, and in short attempts to be what was intended—a vocational guidebook. It should be widely used throughout the country among high school and college students in the Freshman year, and if accompanied by the previous book, *Eyes To See*, should be extremely valuable.

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The *Bulletin*, as you have noted, has taken on some new features. We have experimented with the use of color, and the reaction to our issues this year has been gratifying. We

are, however, faced constantly with the problem of securing worthwhile contributions. Our recommendation made two years ago for the appointment of assistant editors who would assume some of the responsibility for collecting materials has been completely fruitless. It is difficult to assemble a magazine of the kind that our members want, particularly since we cannot pay for significant articles. Some of the contributors we should like to have are accustomed to being paid liberally, and in consequence we cannot expect their participation. The members of the Committee on Publications have been cooperative and helpful. They cannot, however, at long range be expected to assume too great a degree of responsibility. In the last analysis, that falls upon the shoulders of the editor. We should like, however, to make an insistent call for contributions that our members will enjoy and which will be suitable to the unique character of our publication. May we remark, however, that this does not constitute a blanket invitation to send in contributions of a kind that are wholly unsuitable. We receive many of those and are obliged regretfully to decline them.

The expense of publishing the *Bulletin* under present paper prices and costs of printing is very high. We have reached the place where we need to consider the advisability of taking advertising. There are arguments pro and con for that departure. We now have a clientele and circulation which would warrant us in accepting advertising, but whether the

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benefits of such a step would outweigh the objections is a matter which will have to be determined by the whole Committee on Publications.

May we remind you that the *News* goes to press on the 15th of every calendar month normally. This year for reasons of budgetary limitations we omitted two numbers. If you have an item which you think will be suitable for the columns of the *News*, be sure it reaches our desk before the 15th; otherwise it cannot be considered until the following issue and then the item may have lost its pertinence or its news value. May we suggest also that the simple rules of journalistic style be observed in preparing items for publication. Very often, despite the fact that our readers know that we cannot publish items of great length, we receive contributions five or six pages in length with the request that we publish the item in the *News*. When divested of the superfluous verbiage, the item frequently merits only a line or two, and possibly may not even warrant publication. If you send in items for publication, be sure that they are the kind that will not only publicize your most worthwhile ventures, but will be of interest to large numbers of other readers.

Recommendations

As we survey the 15 recommendations made at the Convention last year, we are heartened by the fact that there has been considerable progress in many areas, even though work has not been completed in all of them. Of the provisions of the 15 rec-

ommendations made last year, the following have been implemented: the preparation of the new Handbook; the appointment of a committee for the revision of the Ritual; definite improvement in inviting promising young women into membership; the preparation of spot maps; increased community service; great improvement in the prompt payment of dues; the preparation of the guidance pamphlet mentioned heretofore; increased evidence among many of the units of our organization to improve their community relations; participation in the Teachers Good Will Service and the World Christmas Festivals, and finally affiliation with the World Organization of the Teaching Profession.

We have made little or no progress in the following areas: the appointment of a committee to make plans for the assembly of a new song book; the pursuit of research; the organization of an active program in the interests of teacher welfare; the building of teacher morale. A number of reasons have entered into our failure to move very far in some of these areas. They are in no way attributable to the dereliction of any one person. They are, however, places where we need to continue our efforts and build a stronger program. For that reason some of the recommendations of the Convention of last August will be repeated. We are offering, therefore, the following specific recommendations:

(1) That we appoint a special committee whose sole responsibility will be to devise means of improving aspects of teacher welfare and building teacher morale. We are

convinced, as we move about the country, that in these two areas we need to do our most intensive work. The improvement of salaries has not assured, in many cases, better teacher morale. Apparently cynicism with respect to teacher welfare is evident all over the country. We repeat what we have said many times before, that there is no other organization which is in so strategic a place or has so many facilities as ours to attack some of these problems.

(2) We recommend that we continue our intensive work in selective recruitment with vigorous programs and with increasing attempts to engage the active assistance of other community agencies.

(3) We recommend that another committee be appointed to coordinate the work that is being done on granting scholarships to foreign women educators, and that this committee be delegated to supply and assimilate information which will assist chapters and states in locating suitable recipients. We have done commendable work in several states in this field. Not only these states, but others, however, have had difficulty in securing dependable information. This information is now available through various agencies, but we need direction from a committee expressly assigned to that particular field of work.

(4) We recommend that a committee be appointed to assemble information designed to assist us in getting organization under way in foreign countries. That committee should assemble information with respect to the necessary formalities of incorporation, should present a plan for incorporation, should define the relationship between these organizations and the parent organization. The committee should also present some recommendations for the proper determination of dues and financial obligations to the parent organization.

(5) We recommend that members wishing to change their addresses must accompany the request for change with a payment of ten cents. This will help to cover the excessive costs of this service.

(6) We recommend that we continue our active work in the discovery of promising younger women to be invited into member-

ship in the organization. Several states have made notable improvement in this respect and have indicated that the enthusiasm and vitality of some of the younger women have been a source of real inspiration.

(7) We recommend once again that we look to the expansion of our committee work. Budget limitations this year have prevented us from subsidizing our committees adequately. The scope of their service has been necessarily limited by the amount of money we could provide them. Our committee work, properly organized and directed, is the heart of our organization's work. We recommended last year a greatly increased budget for committee activities. We repeat that recommendation.

(8) We recommend the continuance of our efforts, where efforts have been made, to improve our community relations. Where no efforts have been made in that direction, we urge that our chapter and state units take these possibilities into consideration in planning the year's work. The initiation of community experiments has been so profitable and rewarding in many places that our members need no other incentive to continue these efforts. The by-products of increased community respect and public knowledge of the worth of our organization have been more than compensatory for the effort involved.

(9) We recommend that in every chapter and state unit we survey the possibilities of an active legislative program, and that we make that program one of the most significant aspects of our work during the coming year. This is an area where our work has been particularly weak. We have not marshaled our combined energies in the interest of legislation designed to improve the teacher's status, nor have we been sufficiently alert to discover where we can assume responsibility for initiating legislation in the interests of women educators. Had we not had a national chairman who was in a strategic spot and who was willing to utilize the office facilities of her own organization to further the work of The Delta Kappa Gamma Society, we should have been less fortunate than we are.

Illinois was particularly active in securing the passage of a bill assuring equal pay for

women. That state organization is continuing its active endeavors to assure the teachers in Illinois that the law will be obeyed. There have been other efforts in a few states, but in view of the specific wording of our avowed purposes "to sponsor and support desirable educational legislation and to initiate legislation in the interests of women educators," we have been far too apathetic.

We should like to repeat what we have said on other occasions, that the status of women is not assured; that everywhere throughout the United States we are encountering increasing evidences of discrimination. Our organization ought to be more alert than any other to these evidences of discrimination against women teachers. We need to engage in a much more active program in the legislative field than we have hitherto sponsored.

(10) We recommend that we continue our vigorous efforts to help both children and teachers abroad. The work of many of the agencies hitherto operating independently has been coordinated into over-all sponsoring bodies. We would suggest, therefore, that our contributions be made through CARE or the Crusade for Children or Save-the-Children Federation. We should continue our vital efforts in behalf of women teachers with whom we make contacts through mutual friends and through our own personal exploration.

(11) We recommend that we engage actively in the program of the World Organization of the Teaching Profession, and that we utilize every opportunity to be of assistance in that world endeavor.

(12) We recommend that we continue and expand our active participation in the work of UNESCO. At the Pacific Regional Conference we had 18 delegates from the several western states. This was a response that was extremely heartening and should give us considerable encouragement that our women are attempting to familiarize themselves with the working of this organization. We have arrived at the place, however, when the work in UNESCO must be something more than a "talk" program. It is time now for our work in this field to be implemented with active endeavors in local units. We are happy to know of the participation of some of our state and chapter units in this vital agency

and to see that our own organization has taken the initiative in sponsoring the local organizations. The Program Committee has some specific recommendations in this particular area.

(13) We recommend the constant resurveying of our purposes and the definition of our activities in terms of those purposes. Our orbit of work is not difficult to define if delimited in the light of our avowed objectives. The worth of our activities and their value to the organization may always be determined by submitting them to evaluation in terms of the clearly defined purposes which are ours.

(14) Next year we shall observe the twentieth anniversary of our founding. In view of the fact that this is not the year for a National Convention, we recommend that in all regional meetings, state conventions, and chapter programs special cognizance should be taken of this event and appropriate programs arranged. We recommend also issuing an anniversary number of the *Bulletin*.

Conclusion

For further clarification of our point of view with respect to our developing program, we would cite the 15 points listed in our report last August in which we attempted to visualize the possible expansion of our undertakings during the next ten years. As we review those suggestions for expanding opportunities and the attainment of growing stature and maturity, we are forced to the realization that we would make no change in any of the proposed suggestions. On the contrary, we would re-emphasize certain phases and urge an immediate and long-range attack upon others. Until we have made some perceptible strides in the direction of the goals outlined in that report for the next ten years, there is little to be gained by supplementing these suggestions. We urge your rereading of the conclusion of the 1947 report.

That we have come so far so fast is inevitably a source of tremendous pride, but we have to run fast to keep up with where we are. Exciting vistas of influence and service are just opening up. We are only beginning to glimpse our ultimate possibilities. As we flex our muscles, we are amazed at our incipient strength, but let us remind you that muscles merely flexed, but not developed, deteriorate into flabbiness. It would be easy for us to reassure ourselves with the comfort of our enormous latent potentialities and so sit back in complacency and self-satisfaction. This is always the danger when an organization has experienced unexpected satisfactions in the performance of tasks which it would have once thought impossible. Unless, however, that satisfying performance begets a sort of divine discontent with the scope of our present efforts and spurs us to the initiation of still larger and nobler endeavors, our growth and maturity cannot be assured. We are on the way, but we have by no means arrived.

We should not wish to leave this survey of our accomplishments, however, without reiterating what we believe to be true, that our great Society has shown enormous growth during

this past year. Evidences of vitality, devotion, and vision are a constant source of pride and an incentive to increased effort on the part of your Executive Secretary to serve you better.

We retain all our unique and beautiful traditional ceremonies, and they are conducted with dignity and charm wherever we go. Much more important, however, there are a vigor and pulsing enthusiasm which are inspiring to watch. In some instances it is an awakened conscience that is responsible, in others it is the encouragement which the revelation of unexpected powers supplies. In any case, we need in nowise be ashamed of nor apologetic for our efforts. Our accomplishments are clothed in dignity; our membership is fortified by the knowledge of the enormous scope of our undertakings; all of us are constantly rejuvenated by the satisfactions of our achievements. We are reminded, however, of an old and anonymous couplet:

"What we *are* is God's gift to us;
What we *become* is our gift to God."

Respectfully submitted,

M. MARGARET STROH,

National Executive Secretary.

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ANNUAL REPORT OF THE NATIONAL TREASURER

July 1, 1947-June 30, 1948

RECEIPTS

Initiation Fees	\$10,131.50
Annual Dues	28,307.00
Life Membership Dues	2,647.29
Bulletin	1,236.25
Supplies	3,624.63
Interest	1,000.00
Penalties	81.50
Total	\$ 47,022.17
Scholarship Fund	12,887.55
Educator's Award Fund	1,117.34
Special Scholarships Fund	764.58
Sale of Publications	1,778.95
Miscellaneous	2,701.86
Transfer of Funds	20,700.00
Total Receipts	\$ 86,972.45
Balance, July 1, 1947	34,329.21
Total	\$121,301.66
Disbursements	110,815.87
Balance, July 1, 1948	\$ 10,485.79
This balance in checking account is divided:	
Scholarship Fund	\$ 5,950.84
Educator's Award Fund	435.07
Available Fund	4,099.88

DISBURSEMENTS

Bulletin and News	\$ 28,042.91
Committees	273.99
Convention	3,301.81
Headquarters	6,282.25
Planning Committee	1,312.68
President's Office	251.70
Printing and Supplies	4,393.07
Regional Directors	592.92
Salaries	7,070.80
Taxes and Insurance	2,366.28
Travel	2,357.61
Miscellaneous	3,022.16
From Special Funds:	
Permanent Fund	18,696.74
Scholarship Fund	30,252.95
Educator's Award Fund	500.00
Special Scholarship Fund	1,825.00
Total	\$110,815.87

PERMANENT FUND

RECEIPTS

Balance, July 1, 1947	\$ 41,214.24
1/10 of Dues and Fees	4,108.58
Interest on Savings Account	38.01
Sale of Publications	1,778.95
Loan from Scholarship Fund	5,040.54
Total	\$ 52,180.32

DISBURSEMENTS

Rent	\$ 1,317.95
Office Equipment	784.50
Storage of Dolls	37.20
Surety Bond	150.00
Taxes on Lot	253.55
Incorporation of Montana	21.00
Printing of Special Publications	7,405.54
Loan for Oregon Relief	<u>1,000.00</u>
Total	\$ 10,969.74
Balance, July 1, 1948	\$ 41,210.00
Balance in:	
Savings Account	\$ 210.58
Bonds	<u>41,000.00</u>

SCHOLARSHIP FUND

Balance, July 1, 1947	\$ 79,359.00
Receipts:	
Fees	9,692.00
Interest on Bonds	2,048.00
Interest on Savings	32.00
Balfour Royalties	898.00
Sale of Song Books	<u>247.00</u>
Total	\$ 92,275.00
Disbursements:	
Stipends	\$ 2,000.00
Surety Bond	225.00
Printing	<u>27.95</u>
Total	2,252.95
Balance, July 1, 1948	\$ 90,026.00
Balance:	
Bonds	\$79,000.00
Savings	35.02
Loan to Permanent	5,040.54
Checking Account	<u>5,950.84</u>
Total	\$90,026.40
Bonds in Annie Webb Blanton Memorial Fund	\$ 5,000.00
Bonds in Educator's Award Fund	<u>17,500.00</u>

Respectfully submitted,
 BERNETA MINKWITZ,
 National Treasurer.

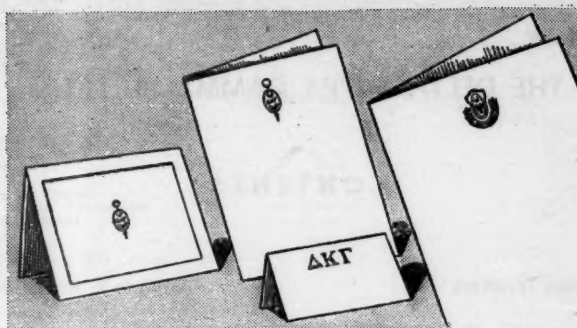
VOLUME XV

THE DELTA KAPPA GAMMA BULLETIN

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